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Privileged Servants: Community Service in Private High Schools

Ellen Clarissa Reynolds
Vanderbilt University

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PRIVILEGED SERVANTS: COMMUNITY SERVICE
IN PRIVATE HIGH SCHOOLS

by

Ellen Clarissa Reynolds

Dissertation

Submitted to the Faculty of

Peabody College of Vanderbilt University

in Partial Fulfillment of the Requirements for

the Degree of

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in

School Administration

December 1998

Cherie Smucker
Major Professor

Nov. 24, 1998
Date

Joseph Murphy
Second Reader

23 Nov 1998
Date

Samuel R. Johnson
Third Reader

Nov 23, 1998
Date

Joseph Murphy
Department Chair

7 Dec 1998
Date

Ann Baker
Dean of Peabody College

12/21/98
Date

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

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**PRIVILEGED SERVANTS: COMMUNITY SERVICE
IN PRIVATE HIGH SCHOOLS**

by

**Ellen Clarissa Reynolds, Ed.D.
Peabody College of Vanderbilt University
December 1998**

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Traditionally, the school has been the primary role model for citizenship development. One method schools may use to convey the roles and models of involved citizens is through community service experiences.

Public and private schools throughout the United States include community service as part of the curriculum and/or extracurricular activities. Service promotes responsibility, a caring ethic, and growth of community. Service can improve society through individuals working together and forming a bond with one another. Service provides opportunities to witness the diverse cultures of society. Through service, students may experience affective and cognitive development, form relationships with community members, and relate their schools' commitment to the community.

Although current research focuses on the service experiences of public school students, private school students have been consistently noted as being more active in community service (Eberly, 1993; Frase, 1995; Newmann & Rutter, 1985/1986). Therefore, this study examines the impact of community service in private high school settings.

The study explores service learning, its connection to civic education, and its effects on students, their communities, and their schools. The central questions are these:

What insights do students gain from service experiences? What motivates students to serve? How do students' expectations of service match their experiences? What is the school's role in service? What characteristics make a school service program successful? The research methodology for the study is qualitative to describe and to explore what students experience and internalize from community service.

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Claire Smrekar, Major Professor


Date

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CHAPTER I

INTRODUCTION: RATIONALE FOR THE STUDY

When the alarm clock sounds at 6:45 a.m., John hits the "snooze" button and sleeps until his mother's voice joined in with the alarm to wake him at 7:00 a.m. John needs his extra 15 minutes of sleep after his study session for his US History AP exam lasted until 2:00 a.m. It does not take long for John to resume his early morning routine of a quick shower, shave, and dressing in khakis and an oxford shirt. As he exits the house with a candy bar, books, and a soft drink, his mother tells him to take a tie in case the school wants him to wear one to the Mission Project.

As he warms his Honda Accord, not the BMW he wanted but at least a new car, John wonders why he has to leave school to serve food at the Mission Project. It is his junior year, and he wants to raise his GPA for college entrance and work on his baseball game. He has his sights set on an appointment to the Air Force Academy and needs a higher SAT score. Service just does not seem like a valuable way to spend his time, and his parents are not paying \$8,000 a year for him to serve lunch to lazy, homeless people. Besides, his parents contribute to charity. Why should he?

When he arrives at school, some friends are in the parking lot. John notices that they have on jeans and golf shirts, far from the tie his mother sent him to wear. As he steps out of the car, friends tease John about his prep attire for the "soup kitchen." John

had not even considered wearing jeans. After all, you never know when a school newspaper or yearbook photo opportunity might follow.

After US History AP, the head announces that it is time for the juniors to board the bus for the Mission Project. John and his friends do not understand why they can not drive their own cars but agree that it is better for the school's motorcoach to face a rough neighborhood than their own cars. Although John has never been to the Mission Project, he knows that it is located in an area of lower-income housing where the local news reported problems with drug dealings and drive-by shootings. Yes, it is definitely better for the school to provide transportation.

As they ride to the urban site, John finds that his friends hold mixed feelings about the service project. Dave wanted to go home early to sleep, but the office questioned the "parent" signature on his dismissal note for his "doctor's appointment." Fran was missing athletic period, and her basketball coach told her that she would have to stay an hour after practice to lift weights. Steve needed to study for an English test in study hall. Emily raised the biggest conflict of all—lunch. Not only would they be serving food, but they would have to eat there. The only good part of a service field trip is getting to eat lunch at a restaurant. However, now the school expects them to cook for and eat with poor people.

After exiting the interstate, the school motorcoach passes through a public housing project before reaching the Mission Project. When they pass the project, Dave mentions that he heard there was a drug shooting there last night. Today, pre-school children are playing on the project's playground, surrounded by trash and dirt. Fran jokes that she is glad to have the bus to protect them from gunfire.

When the bus parks alongside the Mission Project, Reverend Cook, the volunteer coordinator, meets the students. He thanks the head for bringing them and invites them inside. The building is two stories tall and once served as a day care center for the housing project. When the city budget closed several public day care centers, the building stood abandoned until an anonymous donor purchased it for the mission. Reverend Cook gives the group a tour, beginning with the lobby area.

In the lobby, several people are watching the news about last night's shooting on an old console television. The reverend tells them that the group from Prep High has arrived to prepare their lunch. The five men and women smile. John thinks that these people do not look homeless. They are clean and are even watching television in the middle of the day.

Next, the students enter the education room which has five computers, a corner with cut-out letters naming it the "job information center," classroom desks, and a chalkboard. The reverend introduces them to Mrs. Landiss, a GED teacher. Those in the lobby have just completed a session of class preparation for their upcoming GED exam. The reverend explains that at night the room is used for job counseling with local placement counselors. One goal of the mission is to help those who have earned their GED to find jobs. The reverend is particularly proud of the computers, a recent donation from a company upgrading its information technology. The computers assist the program with its educational offerings and job placement program.

The students follow the reverend into the rooms which homeless persons may use each night. The rooms are divided into a men's section, a women's section, and a women's and children's section. Any homeless person is welcome to stay at the shelter.

free of charge. Each room has several bunk beds and a sink with bathrooms available in the hall. John thinks of his own home where both he and his sister have bigger rooms and their own private bathrooms. The group is surprised by the cleanliness of the rooms, but the reverend explains that those who use the rooms are expected to clean them.

The reverend then shows the group the other classrooms filled with desks or tables for counseling sessions. The mission provides weekly AA meetings and substance abuse meetings. Local churches offer devotionals in another classroom on a nightly basis. Another room has cribs and toys, serving as a day care and recreational area for children. Students observe mothers playing with their children, and the children remind them of their own brothers and sisters. They appear to be surprised at how happy the children are because they do not even have their own toys. A smaller room serves as a study area with three more donated computers and several tables with chairs. Some adults are using the Internet to research job opportunities in the area. A corner of this room serves as the "library" with book donations from local libraries, schools, and volunteers. John is surprised that the mission has such productive activities. He is glad to know that these people are doing more than sleeping during the day.

On the way to the kitchen, the group passes through a hallway with three men sitting on the floor. They look tired, smell like alcohol, and have no interest in the students. The reverend speaks to them as they pass, encouraging them to eat. John assumes that these are the alcoholics whom he was expecting, but there are only three of them. Moreover, the reverend is kind and forgiving to them. Should he be?

When the reverend gathers the students in the kitchen and dining rooms, he explains that some who use the mission have lost jobs and are there as a "stepping

stone" to their next job. Others have no education and can not hold a steady job because they can not read or write. A few are alcoholics or drug users who use the mission strictly as a shelter. He tells them that they will meet all kinds of people, and all are worthy of their support as fellow human beings. After a short prayer, he leads the group to the kitchen for their lunch duties.

Today, they will prepare spaghetti with sauce and a tossed salad. John wonders why a sandwich would not be good enough. Nevertheless, he finds himself learning how to boil spaghetti and to heat sauce from a jar. He is glad that he is not having to chop lettuce, tomatoes, carrots, and celery for salads, like Dave and Fran, or to set the tables, like Steve and Emily. He is thinking that his job is easy and that the food will not be too bad because the sauce comes from a jar. John can not believe how quickly the time passes and is stirring his last jar of sauce when the first group enters for lunch.

Immediately, John's eyes are drawn to a family of four, just like his family. The parents are in their early 30s, and their little girls are preschool students. One of the daughters looks like John's little sister with blue eyes and blonde, curly hair. As they go through the line, this little girl smiles and thanks John for her food. He watches the family sit down together and say a prayer. He wonders why they could possibly be thankful for being in a homeless shelter. Although the parents look tired, they smile as they watch their laughing children try to wind their spaghetti noodles around a plastic fork.

When all of the "guests" have been served, the reverend asks for the students to serve themselves and join a group. John feels uncomfortable about talking to the group, but he is drawn to the table with his sister's look-alike. He introduces himself and asks to

join the family. The father asks John about his school and his hobbies, a surprise to John. He can not understand why this man wants to hear about his life. He notices that the little girls are playing with an old "Barbie" doll and thinks of his sister who has over a dozen. When he asks where "Ken" is, the girls giggle. John tells the father that he has a great family. The father uses this opportunity to explain his situation to John. Almost apologetically, he describes the fire which destroyed their uninsured home. They are staying at the mission until they save enough money to rent an apartment. He works the night shift at a local furniture factory and a morning shift delivering newspapers. He is back at the Mission Project to eat lunch and spend some time with his family. After a quick nap, he will return to the factory. His wife cares for the children at the mission because family is his most important asset. He is grateful for the mission and for keeping his family together. The conversation then turns to familiar topics for John, the home run race between Mark McGwire and Sammy Sosa, the state of the stock market, and the presidency of Bill Clinton. This conversation is comfortable for John, and he is surprised at how this man has time to keep up with the news. Before John knows it, the head is telling him that it is time to clean up. John says goodbye to the family and teases the girls that he will find a "Ken" for "Barbie."

As he cleans the kitchen, John listens to his friends' complaints about their lost day. Fran is afraid that she will have "dish pan" hands from washing dishes. Steve is telling everyone to hurry. Dave and Emily joke about their cooking skills, and form a pact not to tell their parents they know how to turn on the stove.

After they board the bus back to school, most students put on their walkman headphones or relax for a "power" nap during the 20 minute drive back to school. John

finds himself gazing out the window and reflecting on his day. For a few hours, he was taken into a world of challenges which he had never known. Homeless people do not make a choice to be there. They are not all alcoholics, looking for money to buy their next cheap bottle of liquor. They are capable people who may have lost a home or a job but are working towards their future. He feels good about what he has done and the family whom he met. He sees an opportunity to develop himself in ways beyond an SAT score, a batting average, and a car.

From this day, John will be an advocate for the homeless, volunteering to serve food, to clean, and most importantly, to care for those whose lives are in transition. For John, the day is not one of loss but one in which his perspective of needs changes to include his community.

This scenario of a private school student's service experience represents what a student may encounter. John's story also exhibits what a student may learn, examine, and accept by serving others. Throughout this study, the voices of students, alumni, faculty, and representatives of service organizations discuss and describe the impact of service upon students, schools, and the community.

Personal Perspective

My interest in community service in private schools began during my own years as a student in a private high school. Due to the school's religious affiliation with the Church of Christ, service projects centered upon organizations supported by local Church community. However, I participated in school service projects, including filling food boxes for the Church of Christ Disaster Relief Organization, organizing a carnival to raise

funds for a sick classmate, and singing Christmas carols at a Church of Christ nursing home.

Through my family, I served other members of the community, including the poor, the homeless, the elderly, and the sick. We visited community members who were ill and performed tasks, such as mowing lawns or cleaning their homes. In memory of relatives and friends, we donated money to organizations, such as the American Heart Association, to fund research. My fondest childhood memory is our annual visit to a poor family on Christmas Eve. We would give this family as many presents as our own family would receive under our Christmas tree. For my father and mother, giving before receiving was a natural way of life, and one which I have adopted. I believe strongly that service offers citizenship training, making us aware of the diversity and needs in our communities.

As a private school teacher and administrator for the last 10 years, I have sponsored many service projects, such as working with a special education class at a public elementary school, relief trips for flood and hurricane victims, and food collections. Through these experiences, I have witnessed how service benefits students, communities, and schools. I wanted to explore further the impact of service through a descriptive and exploratory study of student service experiences. Because my educational experiences as a student and as a faculty member have been in the private school sector, I decided to focus my study on service in private high schools. My own experiences in private schools have placed me among peers with similar values, socioeconomic backgrounds, and experiences which did not promote the diversity of my society and its needs.

Through the study, I wanted to explore what private school students learned about their society and how service affected their development as citizens.

In my doctoral studies, I first encountered the concept of service learning through my Social Context course. In reading pieces on the development of common schools, service in colleges, and the representation of multiculturalism in textbooks and curriculum, I began to reflect on what the high school in which I was working was doing to expose students to diversity and to service. For my first year comprehensive exam, I chose to write on private schools and democratic education, focusing upon how to create a microcosm of a diverse society in a private school setting. I included service as one means for students to develop an understanding of their community. In my Ethics for Human Development Professionals course, I took the concept of democratic education and wrote about the need for private high schools to present multicultural perspectives to teach diversity and meet the ethical principles of veracity and respect for autonomy in discussing this society. I also related service learning as a way to teach beneficence in order to pursue human development and community.

I explored these concepts further in my Quantitative and Qualitative Research courses. I wrote about democratic education and the development of the characteristic of civic virtue and equality through a civic education with elements of service learning. Through my Advanced Administrative Issues course, I took on civic education as an issue and began to examine teaching civic virtue, responsibility to the common good, and respect for equality in the information age of education. This view focused on the methods for private schools to provide training in the responsibilities of a citizen in the American democracy and the global information age by emphasizing service. My

Problem-Based Learning class offered the opportunity to pose the development of a civic education program featuring service learning as the means for a private school to receive a grant from a private foundation. Through these courses, I gathered extensive information on the role of service in schools and examined service from a variety of viewpoints.

As I read the literature on service and wrote on civic education and private schools, I found myself wanting to study a specific method which emphasized responsibility to society. Moreover, I began to reflect upon what activity in a private school offered a civic experience, and I turned my focus to service. I realized that there was no true study of what students, communities, and schools had to say about service, particularly in the private school arena.

I decided to use my Advanced Qualitative Research Methods course to conduct a pilot study on service in private schools. Through this study, I focused upon interviewing students at my own school about memorable service experiences. I gathered stories of service from members of the service clubs at the school. As I listened to their reflections, I knew that I wanted to collect more opinions and memories. Therefore, I expanded this study to include some thoughts from the elementary students on what service means and to the alumni for their recollections. I talked with faculty who sponsored service activities and with the faculty from a special education school whom our students served. Through this study, I learned that service benefits students in many ways, including learning about their community and feelings of accomplishment. Faculty viewed the experiences as excellent resources for teaching students responsibility and for being a part of the community. This study supported research on service in schools and the commitment to service in a private school setting. However, the study left areas for future

exploration, including the areas of motivations for service, the individual cognitive and affective benefits of service, and the effects upon the school and the community through student service. An inquiry with expanded interview probes, school sites, observations, and participants would elaborate on the effects of service on private school students.

Service in Schools

Is there value in experiencing the community through service in education?

Studies suggest that the impacts are numerous. Service promotes responsibility, a caring ethic, and growth of community. Service can improve society through individuals working together and forming a bond with one another. Service provides opportunities to witness the diverse cultures within the society. Through service, students may learn appreciation, accept academic challenges, and experience a personal sense of accomplishment. Interest in community service in schools is growing. Boyer (1983) and Harrison (1987) argue for making community service a Carnegie Unit. For Boyer (1983), the student is ready to serve, and serving others brings a "sense of community to the school" (p. 204). Harrison (1987) believes strongly in the responsibility of schools to educate citizens because "preparing young people to be effective adults is the school's ultimate goal" (p. 19). Traditionally, the school has been the primary role model for citizenship development. One method schools may use to convey the roles and models of involved citizens is through community service experiences.

The dissertation study's goal is to provide insight into the impact of community service in private school settings upon students, their communities, and their schools.

Previous research provides theories and empirical data to support the value of experiential

learning through service as a reinforcement of classroom learning (see Appendix A). Students may receive boosts in their cognitive and their affective development through service. Through service by students, communities receive help in meeting their needs. For schools, service may assist in forming bonds with the community. However, there are gaps in our knowledge of community service in high schools, especially private high schools.

Schools across the country incorporate community service into curriculum and activities. Service adds depth to civic lessons in American History and Government with an experience to promote responsibility as a citizen. Required community service and service opportunities make service accessible to students whose interests are usually focused elsewhere. High school is a time of self-absorption as popularity, academics, and other activities take priority over evaluating one's role as a community member. However, community service opens the views of high school students to the larger world outside of their school community, especially private school students.

The stereotype of the private school student is one of privilege. This privilege may be due to a family's socioeconomic status, making a private education affordable. For students receiving financial aid in private schools, their talents are often the basis for their tuition rewards, including academic rankings and athletic capabilities. These "privileged" students enter their private school environments to prepare for college and work success. However, research suggests that these private school students have another characteristic—service.

Although research describes the service experiences of public school students, private school students have been consistently noted as being more active in community

service (Eberly, 1993; Frase, 1995; Newmann & Rutter, 1985/1986). This study seeks to explore community service in the private high school setting.

What do students learn when they help other people? What do students take with them from a service experience? How do communities and/or organizations solicit and accept the help of students and influence students? Why do faculty provide service opportunities for service within schools? Is service an important component of a school's curriculum or extracurricular activities? These questions address the interaction of students with their community and the effects of their service upon the community and upon themselves. The relationships, skills, and experiences from service projects offer a perspective on what students learn. Representatives of community service organizations describe the value of student volunteers and how service changes students. Faculty discuss the educational value of service. This study begins with these questions and ends with many inspirational stories of successful student service activities.

CHAPTER II

A REVIEW OF THE LITERATURE ON COMMUNITY SERVICE

Today it is possible for American teenagers to finish high school yet never be asked to participate responsibly in life in or out of the school, never be encouraged to spend time with older people who may be lonely, to help a child who has not learned to read, to clean up the litter on the street or even to do something meaningful at the school itself. (Boyer, 1983, p. 209)

America has a strong history of service and continues to hold service as a priority for its citizenry.¹ However, many youth miss opportunities to engage in service during their education. Community service experiences signify a growing link between youth and their communities. The purpose of service learning is to involve youth as active participants with the ability to enhance and to make contributions to their communities. Proponents of community service argue that when students accept responsibility to their communities, they become political leaders or activists, calling for change and reform. When students spend time with those needing assistance, they become teachers or volunteers, committing themselves to the education or needs of others. When students clean their streets or school grounds, they become environmental lobbyists or activists, maintaining the natural habitats of their communities. The process of engagement in the

¹ The historical perspective does not review the roots of democracy. For a summary of the traditions of democracy from the classical Greeks, see Barber (1992), Elstain (1995), Gutmann (1987), and Tarcov (1996).

service of others suggests strong and enduring effects on students, communities, and schools.

Advocates of service learning hope to make differences in the lives of students, communities, and schools. Through the experiential learning of community service, students have opportunities to define their civic roles, improve their reasoning skills, and establish a sense of membership in their communities. Through the service of students, communities have opportunities to express needs, model work ethics, and promote responsibility. Through service learning, schools have opportunities to form partnerships with their communities. These examples of service learning indicate the possible effects of community service. Service learning gives youth experiences in contributing to their communities while impacting students, communities, and schools.

Although service has been a part of this country's heritage, during the 20th century, the concept of service has risen to popularity numerous times. William James' 1906 essay "The Moral Equivalent of War" presented the active role of service as an option to war (Gorham, 1992; Landrum, Eberly, & Sherraden, 1982; Youniss & Yates, 1997). James' essay brought renewed attention to the American tradition of service, and the public, including the government, took notice. Examples of service revivals and emphases include the following: Franklin Delano Roosevelt's Civilian Conservation Corps (CCC); John F. Kennedy's Peace Corps and Volunteers in Service to America (VISTA); Lyndon B. Johnson's National Job Corps; George Bush's National and Community Service Act; Bill Clinton's AmeriCorps; and the recent Philadelphia Volunteer Summit (Alter, 1997; Eberly & Sherraden, 1982; Gorham, 1992; Landrum, Eberly, & Sherraden, 1982; Moskos, 1988; Sherraden & Eberly, 1982). These examples hold one particular

element of society as the power and emphasis for service: youth. These movements also exhibit the continued national interest in service throughout this century.

Service has again gained attention in the late 1990s in education. The chief reason for service learning's rise in popularity is its association with the development of responsibility to community (Harrison, 1987; Roberts-Weah, 1995). Experiential learning cultivates habits through participation; it provides a beginning for the citizen to become an engaged member of society. The nation depends upon the involvement of citizens to assist in addressing the problems and meeting the needs that government can not address (Silcox, 1993).

Civic Education

Service learning links citizenship education to the community. Through service, students use the skills of citizenship learned in schools, such as their responsibility to maintaining the common good of society (Teir & Goldsmith, 1995). Service enhances learning by offering students the chance to contribute to their communities by making decisions, solving problems, and meeting needs (Schine, 1997; Youniss & Yates, 1997). Community service is experiential learning with the goal of applying citizenship skills. Through service, students may learn about their civic duties by making a connection to the larger community and by discovering the concept of altruism which may contribute to their development as responsible citizens (Harrison, 1987; McPherson & Kinsley, 1995). Service learning has recently regained its prominence in the educational setting.

Public schools, traditionally and by law, hold the responsibility of educating citizens about their civic responsibilities. Both the public and private school systems are

expected to educate citizens for participation in the democracy, about their rights as citizens, and about their duties to the democracy.² Presently, the school serves as the primary role model for citizenship as other institutions, including the family, the church, and the community, have turned to the schools as the source for citizenship education. Experiences in accepting responsibility at an early age may assist in youth's civic development. Although a child may be born into the citizenry, the qualities of citizenship are not natural. Youth usually learn and develop these qualities through civic education (Conrad & Hedin, 1977; Harrison, 1987; Kerr, 1997; Smith, 1995; Soder, 1997). Civic education is a part of the school curriculum and extracurricular activities for creating an understanding of the democratic society and for fostering principles of responsible citizenship.

Civic education teaches youth about the roles and responsibilities of the American citizen. In teaching students about the democracy, civic education addresses the need for participation by the citizenry. Citizenship education is meant to provide a model for youth to follow in their lives as adult citizens (Conrad & Hedin, 1977). Service has become a means for schools to teach youth about their roles and responsibilities as citizens through experience.

² This historical perspective does not review the roots of the concept of the common good. For information on the influences of the Age of Enlightenment, the philosophy of John Locke, and utilitarian thought on the common good, see Bellah, Madsen, Sullivan, Swidler, and Tipton (1985), Kirkpatrick (1986), Mill (1859/1935), Plamenatz (1958), and Tocqueville (1905-1859/1987). For a view on modern influences upon the common good, see Dewey (1927/1954) for educational philosophy, Maritain (1947) for spiritual philosophy, and Etzioni (1968, 1993) for communitarian philosophy.

Students as Citizens

By focusing upon students as citizens, civic education invites youth to be active in their democracy. Schools hold the opportunity to establish relationships, or a sense of “fraternity,” among members of the student body and their communities (Giroux, 1988; Rolheiser & Glickman, 1995, p. 197;Sizer, 1984). Civic education may offer youth realistic experiences through service for performing the duties of citizens. For educational philosopher John Dewey, schools were communities designed to develop the analytical skills to solve problems (as cited in Kahne & Westheimer, 1996). By encouraging the development of relationships with the community, the service component of a civic education addresses the expected commitment of citizens to protect and contribute to the common good. This commitment forms a shared responsibility among citizens and establishes a mutual goal (Negroni, 1995). Through service learning, youth may explore and examine their civic commitments to their communities.

The Common Good

For citizens, service offers a means to support and advance the common good of their society. American citizens hold the expectation to maintain the welfare of their communities through their commitments to the common good (Beane & Apple, 1995; Butts, 1980; Lipka, Beane, & O’Connell, 1985). The common good refers to the rights of all citizens and placing the public’s needs equal or above to one’s own needs. Therefore, to contribute to the common good, a citizen acts for the public (Butts, 1980). For the American character, service is a tradition for contributing to and maintaining the common

good of the democracy (Barber, 1990).³ The obligation to the common good forms a bond for the citizenry by promotion of the “mutual desire to know, understand, care for, and sustain one another” (Fenstermacher, 1997, p. 66). To maintain the common good, the citizen respects the members of the community and meets the needs of the community through service.

Community Service in High Schools

Youth are already participating in service. For example, a 1984 survey by the National Center for Education Statistics reported that 900,000 high school students participated in service, or 7% of the high school student population (as cited in Newmann & Rutter, 1985/1986, p. 69). School systems have promoted and noted the interest of youth in service by adding service requirements and/or programs within the curriculum. In a 1996 survey by the American Alliance for Rights and Responsibilities, the 130 largest public school districts reported that 45% of the schools had service requirements within one or more high schools in the districts with 78% of these service programs integrated with the curriculum (as cited in Kunin, 1997, p. 155). These data suggest that many public schools are currently promoting service.

Service and Schools

Numerous examples illustrate the emphasis on citizenship through service. The Youth Community Service program’s mission, a joint effort of the Constitutional Rights

³ For a summary on the role of schools in citizenship education, see Beane and Apple (1995), Boyer (1990), Bryk and Driscoll (1988), Butts (1980), Glickman (1995), Goodlad (1997), Maxcy (1995), McMannon (1997), Parker (1997), Patterson and Horwood (1995),Sizer (1997), and Westholm, Lindquist, and Niemi (1990).

Foundation and the Los Angeles Unified School District (1990), stresses service as education about citizenship through its mission "to instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights and to educate them to become active and responsible participants in our society" (p. 3). Community service is the foundation for the mission of a high school in Providence, Rhode Island (Lawton, 1993). Seekonk High School in Massachusetts promotes an independent study program where students leave during the school day to perform community service. This program stresses assessments on, reflection about, and sharing of the experiences to instill community service as a responsibility (Anderson, 1993). Some Connecticut schools offer Community Service Internships (CSI) to develop the roles of citizens and even have students assist in the planning (Evers, 1987). Atlanta city schools, Detroit city schools, South Brunswick High School in New Jersey, and Metro High School in St. Louis require a certain number of hours of community service for graduation (Boyer, 1983; Harrison, 1987). These examples illustrate the reasons and requirements for a variety of service learning programs. Other examples highlight the effects which service learning may have upon a community.

School service learning projects place youth in positions of responsibility to address needs and issues within their communities. Often, organizations and foundations support and seek the services of youth. In New York City, the Junior League works with public schools to provide Mercy Medical Center with volunteers for elderly patients and The Bernard Fineson Development Center with volunteers for handicapped children. Students address realistic problems related to caring for elderly and handicapped persons

through meeting with professionals and working directly with the patients. The service involves working in wards, helping with recreational activities, raising funds for the centers, and assisting with Special Olympics (Junior League of the City of New York, Inc., New York City Board of Education, & Brooklyn, NY Division of High Schools, 1993). One interesting example is a study of Mississippi River waters in which 180 high schools representing Iowa, Illinois, Indiana, Minnesota, and Wisconsin collected scientific data on the river waters. Their efforts were sponsored by community organizations interested in their findings, including Southern Illinois University, the National Science Foundation, the United States Army Corps of Engineers, local school boards, and the Illinois State Board of Education. The students conducted research on the quality of water by utilizing their studies in Earth Science, Biology, Chemistry, and Geography (Kunin, 1997). Another example of service learning is the Surdna Foundation's work with New York City public schools which focuses on social change in the community through the Student Service and Philanthropy Project. Through this service experience, students utilize skills of philanthropy and management of projects, encouraging leadership for change (Budin, 1993).⁴ These examples evidence the contributions which youth can make through service from helping individuals and collecting scientific data to influencing change for a community.

Both required and voluntary service programs exist within schools. Through service learning programs, students learn the needs of their communities, utilize skills learned in school, and assume positions of leadership to improve their communities

⁴ For other examples of service programs in schools, see Anderson (1993), Boyer (1983), Boyte (1991), Buswell, Fornander, Hokanson, Kellogg, and Smith (1982), Lawton (1993), Newmann and Rutter (1985/1986), Schine (1997), and Youniss and Yates (1997).

(Budin, 1993; Kunin, 1997; Youniss & Yates, 1997). Although required programs are gaining attention throughout public school systems, the majority of service still occurs through voluntary clubs in schools, such as honor societies, Student Councils, Boy Scouts, Girl Scouts, and 4-H Clubs (Harrison, 1987; Parsons, 1996; Youniss & Yates, 1997). These service learning programs exhibit the variety and support of service programs in schools and the ways to link service to learning.

Service and the Curriculum

Service offers a valuable addition to the standard curriculum materials by providing lessons of civic experience. Service experiences are opportunities to be active learners whose actions have an effect upon communities. Educational philosopher John Dewey (1916) believed that the experiences within school and the shared experiences of other individuals contributed to an understanding of citizenship. Community service extends the experiences to the community beyond the school grounds. While books and lectures provide a framework of knowledge, experience provides the application of knowledge. Community service offers a means for expanding the knowledge base, the curriculum, and responses through realistic, active applications of classroom teaching. Service adds the learning tool of experience within the community: "Community-service-learning projects are potentially wonderful 'textbooks.' They improve complex problems, real-life contexts, and exposure to people who possess wide expertise and resources not found in schools" (Toole & Toole, 1995, pp. 99-100). Therefore, service experiences may have broad and significant impact on students, communities, and schools.

Impact of Service

Community service in schools reflects contributions to the common good by making an impact on students participating in service, on the communities receiving service, and on the schools sponsoring service. For students, service helps define the roles of citizens and enhances their own cognitive and affective skills. For communities, service promotes the interdependence of citizens upon one another. For schools, service offers a tool for civic education.

Impact on Students

According to research on service learning, service impacts students in their cognitive and affective development (see Appendix A). The cognitive benefits support the use of service by schools for citizenship education and for developing skilled learners.

Academically, research suggests that service prompts the use of higher-order thinking skills, including critical thinking skills and problem-solving skills (Boyte, 1991; Budin, 1993; Conrad & Hedin, 1977; Kahne & Westheimer, 1996; Reeder, 1995; Toole & Toole, 1995; Ward, 1997). Students often have to make decisions which directly affect the person(s) or organization(s) being served. These decisions may need to be made quickly and in conjunction with other students or supervisors, requiring skills of communication, cooperation, and team work. Therefore, other cognitive benefits related to higher-order thinking skills may occur, such as the ability to communicate effectively with other members of the community and to work with peers to meet a need or to complete a task. Through interaction with other members of a community, service enhances communication skills and provides opportunity for cooperative work (Bender & Brown, 1995; Budin,

1993; Buswell, Fornander, Hokanson, Kellogg, & Smith, 1982; Conrad & Hedin, 1977; Evers, 1987; Junior League of the City of New York, Inc. et al., 1993; Kinsley & McPherson, 1995; Morris, 1992). Higher-order thinking skills, communication skills, and cooperation are cognitive skills which relate directly to maintaining the common good.

Individuals need these cognitive skills to participate effectively in the democracy and to work with and for other citizens. Through reflection, individuals may distinguish the cognitive skills which service learning fosters. Reflective activities, such as journal writing, discussion, and presentations, help students to determine how they applied their knowledge to service activities and how they assisted their communities (Conrad & Hedin, 1977; Parsons, 1996; Rifkin, 1997; Toole & Toole, 1995; Zeldin & Tarlov, 1997). Through reflection, students connect their classroom and experiential knowledge to forge their own views of their roles as responsible citizens. For example, students may consider how they have made a difference in their own communities, how their views about their roles have been changed, and what they will do in the future to serve their communities (Toole & Toole, 1995). These cognitive skills encourage individuals to think, to explore, and to act as citizens. By utilizing service experiences as learning, the student may also be encouraged to continue using experiences as a means to develop lifelong learning skills (Buswell et al., 1982). These skills may affect the future work and education plans of students.

Service places youth in positions of responsibility which may influence their futures. In accepting responsibility to serve others, youth are expected to complete their

tasks in a timely manner and to work with others in completing service projects. The characteristics of reliability, completion of work, and working with others are affiliated with a strong work ethic (Harrison, 1987; Parsons, 1996). Service also may offer career education through experiences of meeting needs in a variety of settings (Kinsley & McPherson, 1995; Schine, 1997; Zeldin & Tarcov, 1997). Because higher education and the work force within the democracy promote citizenship, service experiences are relevant to applications for college entrance and for employment. School-related service projects provide students with service activities when applying for college and for jobs (Harrison, 1987). Participation in service may also bring national attention to participants. For example, the Congressional Awards Program recognizes individuals ages 14 to 23 who complete 100 to 400 hours of volunteer service to their communities (Harrison, 1987, p. 7). A student's cognitive development through service also influences affective development.

Research suggests that service promotes emotional and social growth in individuals. For youth, feelings of accomplishment and achievement through service may build self-esteem (Budin, 1993; Constitutional Rights Foundation & Los Angeles Unified School District, 1990; Evers, 1987; Kinsley & McPherson, 1995; Morris, 1992; Sauerwein, 1996). Through serving others, youth feel a sense of need and have the opportunity to make a difference for another citizen, for an organization, for a community, and ultimately for the common good of the democracy. Therefore, service may affect the social and emotional development of youth through their acceptance of responsibility.

Service requires responsibility or commitment from individuals as they participate in assisting their communities. By accepting responsibility and contributing to their communities through service, youth may gain a sense of belonging to the larger society and may share the work and desire to reach common goals (Boyte, 1991; Budin, 1993; Harrison, 1987; Morris, 1992; Sauerwein, 1996; Toole & Toole, 1995). Accepting responsibility through service joins the individual with the democratic community, making the individual a part of and a contributor to the common good. Through service, the individual learns that his or her actions can make a difference in the community (Conrad & Hedin, 1977; Kinsley & McPherson, 1995; Seigel & Rockwood, 1990). The impact of making a difference has two rewards. Individuals participate in their democracy, making changes or meeting needs which directly benefit the welfare of the citizenry, including themselves. Through this participation, individual citizens may receive expressions of gratitude from their communities. Appreciation often inspires those serving to continue to work with their communities (Reeder, 1995). Accepting responsibility in serving the common good not only builds self-esteem, promotes belongingness, and offers a sense of appreciation, but it also prepares youthful citizens for their futures. These examples of the cognitive and affective impact of service on students develop commitment to the citizenry and impacts on communities.

Impact on Communities

Through service learning activities, students associate with members of their communities. This association socializes youth into the citizenry by emphasizing how to make contributions to address the needs of communities (Kerr, 1997; Kinsley &

McPherson, 1995; Mehlinger, 1977). If a student contributes to the betterment of his or her community through service and is able to make a difference, he or she may form a positive view of service. Research suggests that those who serve during youth are likely to serve their communities throughout their lives (Moskos, 1988). Moreover, service opportunities provide lessons for civic development.

Communities receive numerous benefits from the service of youth. By focusing on the development of citizenship, service expands the focus of the individual from self to the community (see Appendix A). Studies conclude that service instills a sense of commitment to the welfare of one's community, making individuals more concerned with the "we" of society (Anderson, Kinsley, Negroni, & Price, 1991; Elshtain, 1995, p. 9; Israel, Coleman, & Ilvento, 1993). By participating in service, youth learn the wants, the needs, and the goals of their communities. This learning reinforces the citizen's commitment to the common good by establishing service objectives to meet the community's needs (Briscoe, 1991; Harrison, 1987; Israel et al., 1993; Kinsley & McPherson, 1995). When service learning addresses the community's needs, service emphasizes the common goals of citizens.

In joining their communities through service, youth address the public rights of citizens. Studies on citizenship education suggest that service recognizes and encourages the respect of public rights (Kinsley & McPherson, 1995; Mehlinger, 1977; Wood, 1990). To develop an understanding of public rights, citizens may need opportunities to witness the variety of cultures within the society. In his address on the National and Community Service Act of 1990, President George Bush stressed the need for privileged and

underprivileged youth to develop a common set of values and purposes for the democracy (as cited in Kleinbard, 1997). In performing community service, youth may encounter the diverse needs and makeups of their communities. Service opens the classroom to experiences within the democratic society which develop students' views about their democracy and their citizenship. For example, a service project might call for a student to tutor recent immigrants in English. Interaction with these immigrants may encourage a sense of caring for other members of the community and may build relationships with groups and individuals "that are culturally, socially, or economically quite different" within society (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985, p. 206; Darling-Hammond, 1997; Evers, 1987; Ward, 1997). Therefore, through service experiences, youth may establish recognition and respect for the diverse cultures within their communities.

By encouraging the work ethic in individuals, service prepares youth to not only participate in the democracy as citizens but also as workers. The skills for the work force learned through service are the same skills which suggest that youth will be employed citizens with the ability to influence others and to participate more effectively in the citizenry (Bookey, 1995; Briscoe, 1991; Harrison, 1987; Kinsley & McPherson, 1995; Parsons, 1996). According to former Governor Robert Casey of Pennsylvania who promoted the PennSERVE program for service, service includes the utilization of qualities for both citizenship and the work force: "The qualities of a productive worker are the same as those of a good citizen, and community service is an effective means for cutting dropout rates and aiding in the difficult transition from school to work by giving youth direct career and citizenship experience" (as cited in Briscoe, 1991, p. 759). With the

rapid advancements of technology, a work force which is prepared to serve may meet the challenges of changes through a focus upon commitment and responsibility. Therefore, citizenship education through service emphasizes the responsibility to one's democracy and to one's future roles within the democracy.

Through service, youth build upon the affective skill of responsibility. Studies support that the application of service learning to realistic circumstances in their communities allows youth to begin to understand the needs of their communities and to begin to work towards these needs (Anderson et al., 1991; Conrad & Hedin, 1977; Harrison, 1987; Junior League of the City of New York, Inc. et al., 1993; Schine, 1997; Silcox, 1993). Our society depends upon the interdependence of its diverse cultures to remain a democracy with both individual and common rights. By learning about needs and accepting responsibility to participate in meeting those needs, youth and communities acknowledge their dependence upon one another by accepting each other's assistance (Buswell et al., 1982; Harrison, 1987; Junior League of the City of New York, Inc. et al., 1993; Kinsley & McPherson, 1995; Rolheiser & Glickman, 1995; Wood, 1990; Zirkel, 1992). In a democracy, the interdependence of members upon one another finds its basis in the commitment to the common good held by citizens and organizations in the community.

Impact on Schools

Service learning offers schools a method for teaching civic education which may also affect schools (see Appendix A). Schools with service programs may form connections to their communities by contributing to needs. Both public and private schools depend upon the support of their constituencies to provide a meaningful education to

students, and service may offer a means to establish and to maintain bonds between schools and communities. Studies indicate that a community tends to support schools which are involved in maintaining its welfare (Bender & Brown, 1995; Briscoe, 1991; Harrison, 1987). As the cost and criticisms of education continue to rise, schools benefit from and welcome the contributions of community volunteers or school-community partnerships, whether it be through time, through money, or through attendance at school events. If the school reaches out to serve its community, it is likely that the community will establish a reciprocal relationship. These relationships may offer experiences of the interdependence among citizens with service for the common good as a focus. Moreover, service may impact school faculty and staff.

Teachers meet demanding schedules, spend hours preparing for classes and grading papers, and receive few accolades for their services. With a community service program, research suggests that teachers may find improved relationships with the constituents whom they serve, from students and parents to the larger outside community (Bender & Brown, 1994; Mehlinger, 1977). When the community establishes a reciprocal relationship with a school, volunteers may provide assistance to teachers by relieving some of their responsibilities, allowing for more planning time. Through service opportunities, the community has the opportunity to see students in action and to link their contributions to the community directly to their education.

Service learning programs may also offer further impact to teachers in their preparation time and lesson plans. In schools with a service learning program, teachers who are not supervising service experiences may inherit extra planning time for class

preparation (Briscoe, 1991). Service learning also offers teachers a unique learning alternative. The focus on active learning through service enriches the curriculum with authentic learning experiences which add variety and depth to civic lessons (Anderson et al., 1991). By promoting service learning, schools may benefit their communities and themselves with opportunities to form relationships and to allow faculty more time and innovations to apply to learning. Although service programs appear to offer positive impacts on students, communities, and schools, several issues stem from the current interest in service learning.

Challenging Issues for Community Service in Schools

Service in schools is not without controversy. The main debate on service in schools involves the issue of mandatory service versus voluntary service. The debate studies the question of how best to inculcate the habit of service in youthful citizens. The argument for mandatory service concerns teaching students lifetime habits of service with early requirements to influence service as adults (Boyer, 1983; Schine, 1997; Teir & Goldsmith, 1995). Those who support voluntary service believe in the element of choice. Proponents for choice cite commitment to service as adding more value to the service experience (Harrison, 1987). This issue of mandatory versus voluntary service has been the focus of recent legal action. Students and parents challenging required service allege violations of Constitutional rights, including a violation of the First Amendment for freedom of expression, the Thirteenth Amendment against involuntary servitude, and the parental right to control the upbringing of children. Rulings in these cases suggest that courts will uphold mandatory service requirements for students (Sendor, 1996a; Teir &

Goldsmith, 1995; Zirkel, 1992).⁵ Based upon court rulings, a school's public obligation to include citizenship education appears to be an appropriate reason to defend mandatory service programs.

Other issues related to service in schools are practical concerns. School systems must consider several issues in developing service programs, such as cost, scheduling, planning, and the context of service. Cost and program considerations include staffing for programs, transportation costs to and from service sites, and materials and supplies (Lipka et al., 1986; Morris, 1992; Portner, 1996; Sauerwein, 1996). For the context of service, schools must also consider risks, liability, and the interests and abilities of students (Harrison, 1987; Morris, 1992; Newmann & Rutter, 1985/1986; Sauerwein, 1996). Educators must also address these issues in planning service programs to ascertain the effectiveness of mandatory or voluntary service opportunities.

Summary

This chapter provides an overview on the history and components of service for youth and service learning. The empirical and theoretical data suggest benefits to may students, communities, and schools through the service of high school students. Students experience cognitive and affective benefits. Communities may reinforce commitment and responsibility to maintain the common welfare. Schools may create new linkages with the community, gain a reputation for voluntarism, and add experiential learning to the curriculum. The next chapter outlines the research design and methodology for the study on community service in private schools.

⁵ This review does not provide a presentation of lawsuits against mandatory service in schools. For further information, see Sendor (1996a), Sendor (1996b), Teir and Goldsmith (1995), and Zirkel (1992).

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This study focuses upon service learning, its connection to civic education, and its effects on students, their communities, and their schools. The central questions are these: What insights do students gain from service experiences? What motivates students to serve? How do the students' expectations of service match their experiences? What is the school's role in service? What characteristics make a school service program successful? The research methodology for the study is qualitative.

Rationale for Qualitative Research

The qualitative framework is useful for exploring the experiences, expectations, and roles of students involved in service. The qualitative method allows for a descriptive and exploratory study to better understand what the student experiences and internalizes from community service.

The primary focus of the study is service learning offered by private high schools and how service may impact students, communities, and schools. This study explores these questions through document analysis, observations, interviews, and written reflections collected from 2 school sites. This holistic approach (Fetterman, 1989) offers multiple perspectives, voices, and settings for data collection. Moreover, the triangulation of data (LeCompte & Preissle, 1993; Lincoln & Guba, 1985) through comparisons

provides insights into the rationale and focus of community service experiences for high school students.

Private Schools: Rationale for Site Selection

Statistics from the National Center for Education Statistics rank private school students as being more likely to participate in community service (Frase, 1995). Other research indicates that private schools are more likely to include service in the curriculum as a requirement and to stress the duty and tradition of service (Eberly, 1993; Newmann & Rutter, 1985/1986). However, literature on service learning does not highlight efforts by private schools to include community service in curricular and extracurricular offerings. Because the private school system offers an alternative education with a select community of students, a study of service in private school settings may offer similar and/or different views and insights upon service learning and its relationship to civic education, the common good, and the impact of service. An overview of the private school system establishes its differences from the open public school system.

Private Schools

The private school system offers an alternative education with a select community of students chosen to attend. Approximately 12% of American students attend private institutions (National Center for Education Statistics, 1997, p. 2). A private school typically follows a mission statement and sets guidelines for achieving this mission. Admissions criteria for entrance into a private school usually includes an application, testing, and/or interviewing to screen applicants. The private school selects students who meet the requirements and relate to the mission of the school (Chubb & Moe, 1989;

Kraushaar, 1972). The tuition of a private school affects selection as well, and parents with higher incomes are more likely to be able to afford private schools with limited financial aid available (Coleman & Hoffer, 1987; Coleman, Hoffer, & Kilgore, 1982; National Center for Education Statistics, 1997, p. 6). Other factors affecting the choice of a private school include religious beliefs, college preparatory curriculum, discipline, location, and the school environment (Chubb & Moe, 1989; Coleman & Hoffer, 1987; Coleman et al., 1982; Kraushaar, 1972; National Center for Education Statistics, 1996, p. 1). For these reasons, the students in a private school share many characteristics. For example, 80% of those attending private schools are members of a specific religious denomination affiliated with a school (Coleman et al., 1982, p. 43). The student body of private schools is usually homogeneous, especially in non-Catholic private schools (Chubb & Moe, 1989). For example, 17% of private school students are from minority groups, including African-Americans and Hispanics (National Center for Education Statistics, 1997, p. 6). Catholic private schools are more likely to have a higher minority population than other private schools (Bryk, Lee, & Holland, 1993; Coleman et al., 1982). Because the private school student body makeup is often homogeneous, an exploration of service in private school settings may reveal how service learning promotes the civic concept of maintaining the diverse common good.

Sites for the Study

In order to examine different types of private schools, I selected a school with a traditional and innovative college preparatory curriculum and a school which stresses an interdenominational Christian ethic in a college preparatory curriculum. Both schools are

located in a southeastern city of the United States. These schools offered sites for a descriptive and exploratory focus on service in private high schools. The 2 settings' community service experiences were compared and contrasted; moreover, the use of 2 schools allowed for checks of biases and for data analysis from 2 sources (Miles & Huberman, 1994). The selection of these schools offered a broader perspective (Miles & Huberman, 1994) on service learning, including the schools' emphases on service, the students' participation in service, and the goals for learning. The identity of each school is protected through the pseudonyms of Elite Academy and Christian Academy.

Elite Academy is recognized for its traditional college preparatory curriculum and for its innovations to prepare students for life in the 21st century. The school offers a challenging academic curriculum with a wide array of elective offerings, including electives related to service. Its location is in the downtown area of a major city. Elite Academy's present tuition is \$7,860 with financial aid available. The academy has the reputation for attracting a diverse student body in regards to racial, religious, and cultural backgrounds. The students are primarily from upper-income homes with parents who are professionals, such as doctors and lawyers. Parents and students have selected Elite Academy for its rigorous academic program and for its college preparation. One hundred percent of the senior class traditionally graduates to attend a 4 year university, including institutions with high academic standards, such as Harvard University and Yale University. Students may participate in a variety of athletics, performing arts, and clubs for extracurricular activities. The performing arts and social service club activities are more central to the culture of the school than the athletics program. The school's urban location offers accessibility to numerous service opportunities within walking distance of the

campus, including a medical center, private university, churches, schools, and day cares. The school has formed a reputation in its community for encouraging service through its curriculum and extracurricular programs. Elite Academy offers voluntary and mandatory service opportunities for students.

Christian Academy is an interdenominational Christian school which offers a traditional college preparatory curriculum with an emphasis upon evangelical Christian principles. The school is located in the middle-class suburbs a few miles outside of the city. Christian Academy's tuition is currently \$3,975 with limited financial aid available. Most students are members of an evangelical Christian church. The parents of these students are primarily middle-class to upper-middle class workers with a fairly even distribution of blue-collar and white-collar professionals. Students may select to participate in athletics, performing arts, and service clubs. Over 50% of the student body is involved in athletics. The school sponsors voluntary service projects through its service clubs and through some school-wide service activities.

Research Strategies

For an in-depth focus on service, the study utilizes a variety of research strategies. A document analysis explores the schools' emphases upon service through policies and regulations. Observations provide examples of student service experiences. Through interviews and written reflections, over 75 participants express their views on service, share their personal stories of service, and offer their opinions on the value of service. The combination of these research strategies describes the possible impact of service on students, schools, and communities.

Document Analysis

Through initial document analysis (see Appendix B), the study followed Erickson's (1986) model of qualitative study by moving from the outside with a focus on documents about the schools, their curricula, and their rules and regulations towards the inside with observations and interviews for active perspectives (as cited in Miles & Huberman, 1994). Document analysis involved several pieces of information related to rules, regulations, and policies of the schools. Analysis of mission statements, handbooks, and graduation requirements determined the values taught by the schools. The curriculum guides and course descriptions indicated the course offerings that provide opportunities for civic education and/or for service. The school calendars, newspapers, and yearbooks offered views of the schools' cultures, schedules of events, and service projects. Listings and descriptions of extracurricular offerings and standards for participation and membership gave information about the schools' cultures and activities and allowed for views of service options through extracurricular activities. A review of the descriptions of school service events and community service options in school newspapers and yearbooks provided pictures, student quotations, and descriptions of service projects. This review gave an overview of what service projects were important to students and how students felt about service. Demographic information on the socioeconomic status of students based upon their parents' occupations, current address, and financial aid and the racial makeup of the student bodies outlined the conditions in which these students lived and an idea of what their perspectives on the needs of their society might be.

Observations

After initial analyses of relevant documents, the study turned to a focus upon observations, interviews, and participant reflections. Observations for the study occurred during service activities, both voluntary and required. In these projects, my role as a researcher was primarily as an observer, focusing upon the actions and reactions of students performing service (LeCompte & Preissle, 1993). I took detailed field notes during all activities observed. Notes from observations focused upon descriptions of the projects, the goals for the projects, and the means used to complete projects. I observed how students assisted others, including disabled children and youth who needed tutoring. Throughout these observations, I noted the skills which they utilized or developed through their work, including the use of cooperative work skills as students worked with those whom they were serving and with their peers. In watching their approach to beginning a project, I identified the use of problem-solving skills and the perceived attitudes of the participants. Because studies suggest that interactions play a vital role in qualitative analysis (Miles & Huberman, 1994), interactions of students with each other, with faculty, with those being served, and with representatives of service organizations were closely monitored. These interactions displayed the comfort of students, their fears, and their questions about how to perform service. The interactions also provided a sense of the attitude of students and their level of engagement, active or passive, for the project. I also focused upon the possible impact of service projects for students, their community, and their schools. For example, I noted when a student appeared to form a relationship by playing with or teaching a disabled youth how to throw a softball. When students raised

money for a community charity, I examined how their fund raising would benefit members of the community. I also tried to gain a sense of how the work of students contributed to their involvement at their schools and what their roles as ambassadors to the community meant to the reputation of the school.

At Elite Academy, the observations included the Community Service Club's tutoring program for an after-school program in a local church and two sessions during the school's required Issues Day in the spring. Observations were also scheduled for the Community Service Club's work with the Refugee Center and to assist in storm clean up in a neighborhood. However, these projects were canceled by the school due to scheduling and due to the completion of storm clean up by other community volunteers. The observations at Christian Academy began with a fund raising event by the Key Club for the American Heart Association called Hoops for Heart. Observations also included the annual Blood Drive, the National Honor Society's assistance with Special Olympics, and a session of student testimonies during the school's required Spiritual Emphasis Week. These observations provided key insights into student service experiences and the effects of service upon students.

Student Interviews

Interviews (see Appendix C) were conducted with students, faculty, alumni, and representatives of organizations served by the schools. I guaranteed the anonymity of each participant in the study; all interviewee names are pseudonyms. The purpose of these interviews was to understand how service may be linked to civic duty, what service teaches, and what effects service has upon students, communities, and schools. Through

the interviews, I sought to draw reflections on service experiences. Stories offer personal, realistic perspectives of events and their meanings (Delamont, 1992). For student interviews, 10 seniors were selected from each school (see Appendix D). These students have been in their respective school since ninth grade. I selected this number of students because they represented approximately 15% to 20% of the Elite Academy and Christian Academy student bodies. This percentage suggests that repeated themes would be representative of student experiences because this group of students reflected different degrees of involvement in service. At each school, I asked for each senior to supply a listing of service activities through their high school in grades 9 through 12 (see Appendix E). I reviewed the service activities of these students and divided the students into two categories of involvement--highly involved and minimally involved. Then, 10 seniors from each school were selected for the study through stratified random sampling (Babbie, 1995) to represent each category. These groups offered a revealing look at service by examining what influences high involvement and less involvement and the motivation for student participation in service. The interview probes asked students to recall their service experiences through series of questions on the challenges, significance, and meaning of service. Students spoke about the personal relationships which they had formed through service, especially with those persons who were different from themselves. The variety of student expectations and experiences helped me to explore their insights about service. The goal of these audiotaped interviews was to gain more specific stories and/or reflections about service to understand what remains with students after service. As a follow-up to these interview sessions, I gave students copies of my notes

from the interview session to review, allowing them to make additions or corrections. However, I found my interpretations to be accurate. This process also gave me the opportunity to clarify points with the students. As I returned to the school sites for other interview sessions or observations, I continued to interact with these students, sharing other stories of service with them and gaining their feedback. These formal and informal methods of member-checking (Lincoln & Guba, 1985) helped me to confirm data analysis and to continue interaction with these students for continued discussion of service.

Student Focus Group Interviews

To expand upon the interviews with seniors and to understand the perspectives of other high school students at different grade levels, I videotaped interviews with focus groups representing grades 9 through 12 (see Appendix F). The focus groups consisted of 3 to 5 students per grade level. Faculty and the service coordinator(s) made recommendations for the selection of these groups based upon the involvement of students in community service. These focus group interviews began with the “big tour” or “exploratory” approach (Lincoln & Guba, 1985, p. 235) to gain insight into student perspectives on service and moved towards more direct questions (Lincoln & Guba, 1985) on personal experiences of service to explore the effects of service more closely. In the focus groups, I asked the same questions which I had posed in earlier one-on-one student interviews to offer students chances to elaborate and respond in a comfortable group setting. The focus group interviews were videotaped to review dialogue and group interaction. These interview sessions lasted 60 minutes to 90 minutes, providing students with ample time to

discuss and debate service. I used the focus groups for discussion and to confirm emerging patterns and themes from the senior interviews. Again, I shared the interview notes with these participants to ask for their feedback and/or additions to the study. They made some additions to the notes as they recalled other service experiences. In other visits to the school sites, I continued to talk with these students about their ideas to clarify my understanding of their views.

Confirmation Interviews

To further develop emerging themes and patterns from the student interviews, I conducted confirmation interviews (Lincoln & Guba, 1985) with alumni, faculty, and representatives of agencies served by the schools, such as the Red Cross and the Mission Project (see Appendixes G, H, and I). The alumni helped me to distinguish the lasting impressions of high school service experiences and to further establish recurring themes about service. Faculty selected 2 or more alumni from the last 5 graduating classes who had active roles in designing and/or implementing community service projects for their high schools. In their interview probes, I again focused upon their personal experiences and their perspectives on the design and organization of service projects. Their voices added depth to the stories of present students by showcasing the continued influence of service. For these students, high school service opportunities made lasting impressions on their lifestyles. In interviews with faculty, I sought to understand their reasoning for supporting community service in school and its relationship to learning. I also focused on their insights on the experiences which students shared with me and on a design and organization for a service project with the goal of teaching and learning. In my

discussions with representatives of agencies served by these schools, I sought to understand why these organizations solicited or accepted the help of students. They discussed how the work of students benefited their organizations. Moreover, they focused on what the students gained from these experiences as citizens. Due to the variety of distant and dispersed locations of alumni and the busy schedules of representatives of agencies served, only some interviews were conducted face-to-face. Other alumni and representatives were contacted through e-mail, telephone calls, and facsimile. All of my interviews with faculty members occurred on their campus and lasted for 60 minutes to 90 minutes.

Written Reflections

I offered each senior the opportunity to write a reflection to add to my collection of personal stories on service (see Appendix J). Many students are able to express their thoughts more completely through the written word. Although only 1 member of Elite Academy's senior class and 5 members of Christian Academy's senior class returned the written reflections, their reflections were meaningful, honest images of what they gave during service projects and what they learned from serving others. The objective for collecting reflective pieces was to gain further stories which might offer more detailed images of service from the perspectives of students.

Data Analysis

The data collected were analyzed using a variety of qualitative strategies. The use of these strategies allowed for the establishment of recurring themes and patterns. The triangulation of data from the selection of 2 school sites included data from document

analysis, interviews, observations, and written reflections. This strategy also assisted me in removing any personal bias based upon my tenure at Christian Academy. The various types of data collected in this study allowed for comparison of emerging themes and patterns (LeCompte & Preissle, 1993; Lincoln & Guba, 1985). For further organization of the interview data, the use of pattern coding established the connection, patterns, and relationships among the data. Through pattern coding, the analysis focused upon parts of Bogdan and Biklen's (1992) theory on patterns of analysis, including the "settings and context" of service, the "process" of service, the "ways people think" about service, "relationships" through service, and the "strategies" behind service (as cited in Miles & Huberman, 1994, p. 61). This theory established categories for sorting data. I found the theory helpful because the points for analysis corresponded to how participants discussed service. All service projects had specific settings and purposes. Each service project followed a process of development, organization, and usually performance. Some projects even continued on a yearly or monthly basis. Each participant had views on service which were simultaneously personal reflections and shared opinions. The activities portion of the theory provided a means to discuss and to review the variety of service projects. Throughout the study, participants described the relationships which they had formed with one another and with their community members through service. Finally, the strategies portion corresponded to the reasons for schools to promote service and to evaluate the possible effects of service upon students, communities, and schools. I charted each interview under these categories (see Appendix K) to link common themes related to service experiences of students. The pattern coding developed initial categories

for analysis and discussion of the impact of service on students, communities, and schools.

After charting each interview, the constant comparative method distinguished similarities and contrasts in views on service in the interview data. According to Glaser and Strauss (1967), comparison of data allows for the refinement of information for interpretation and identification of relationships (as cited in LeCompte & Preissle, 1993; as cited in Lincoln & Guba, 1985). The constant comparative method assisted me in identifying categories for further analysis of the data. I color-coded the interview charts in the following categories for analysis: motivation and purposes of service, student service experiences, impact of and insights on service, and the school curriculum and culture. Notes on school documents, interview transcripts, field notes on observations, and written reflections completed the data analysis into these categories.

Throughout the data analysis, I found organization of the data to be paramount for discussion. Interview transcripts were filed in a notebook with division by school site and constituent group. All interview transcripts were charted into Bogdan and Biklen's (1992) theory for a concise reference to check with interview transcripts (as cited in Miles & Huberman, 1994). The color-coded charts organized the data by themes. The division of field notes and written reflections into other notebooks served as references for these categories. Note cards on sections from the literature review served as references for comparing the data to previous research. The notebooks of data made the process of locating examples for discussion concise and manageable.

Summary

This chapter outlines the research methodology for the study. Descriptions of private schools and the school sites provide an overview of the environments for the study. The sections on document analysis, observations, interviews, and written reflections explain the context and rationale for data collection and the groups of participants. Methods for exploring and explaining the data include triangulation of data, pattern coding, and comparison of data. Chapter IV through Chapter VII present the perspectives of individuals on service for analysis. The 79 participants share many beliefs, values, and experiences in relation to service. Moreover, each has a distinct voice, worthy of attention. The following group descriptions provide an overview of the similarities and differences among the participants.

The 20 seniors provide a broad and rich perspective on past and present service opportunities within their schools. Both groups of seniors evaluated their experiences on a personal and community level, considering the influence of their family and religions and their commitment to the community. Each senior was anxious to continue his or her education in college but uncertain about how active they would remain in service. Elite Academy seniors were more involved in service through their school and through other sources, such as family, than Christian Academy students. Their variety of ethnic backgrounds and religious beliefs made their explanations of service interesting, especially the similarities of their reasons for serving. Elite Academy seniors also discussed needs not only in their immediate community but also in their world with an emphasis on finding solutions. Christian Academy seniors were homogeneous in race and valued service as an

extension of their Christian beliefs. These students were more active in service through their churches than through their schools. Christian Academy seniors concentrated on needs within their immediate community which suggests a more limited perspective on the needs of the larger society.

The focus groups provided opportunity for discussion and even for debate on service. The levels of experiences varied with age groups, but each focus group had participated in service through their schools. The freshmen and sophomore groups expressed more excitement over school service projects. Perhaps their age and lack of repetition in service projects added to their enthusiasm. Juniors and seniors tended to rank service experiences, explaining how some projects were more meaningful and more helpful than others. Focus group members respected the opinions of one another but felt comfortable in expressing their agreement or disagreement with another group member. The Elite Academy focus group members knew about the service of their peers in projects within and outside of their school. The Christian Academy focus group members enjoyed relating their memories of school service projects by comparing their memories of traditional service projects.

The alumni brought voices of experience to the study. Their recollections on service in high school verified the effectiveness of service experiences within the schools. The Elite Academy alumni presently attend or graduated from exclusive colleges and had worldly perspectives based upon their travel experiences abroad. These alumni continued their involvement in service through their colleges and/or work. Christian Academy alumni attended state universities and private Christian colleges. During their college

years, they were less involved in service than Elite Academy alumni. However, all alumni stressed their desire for involvement in community service.

The faculty members are committed to the development of their students, including service to one another. The Elite Academy faculty was open-minded in their approaches to what worked for students. They often drew upon their personal experiences of service to explain what their students experienced in service. Christian Academy faculty focused on service as a Christian value as they related stories of service among students.

Organization representatives viewed their commitment to causes as a way to meet needs in the community. All representatives described their jobs as a personal calling. In their work with students, they saw their work as “nurturers” for youth. Their passion for their work and for their community make them worthy role models for students.

The ideas, opinions, and stories of study participants are important data for understanding the effects of service. Although many expressed similar beliefs in regards to service experiences and the impact of service, the voices of individuals offer common themes with rich descriptions and personal reflections for analysis. Therefore, the study includes direct quotations and experiences of participants. For information on individuals, the reader may refer to Appendixes D, F, G, H, and I. In Chapter IV, students describe their motivations to perform service.

CHAPTER IV

WHO OR WHAT ENCOURAGES STUDENTS TO SERVE?

In interviews, students and alumni discussed openly their reasons for performing service and their influences. Most first learned the importance of service at home and later found reinforcement of the value of service through their religion, their school, and their community. Most participants' first experience of service came through an activity with their family. Although parents are not included in this study, the stories of service suggest that their works encouraged the service of their children.

Family

Participants described how their families encouraged them to perform service. Many recalled their parents' devotion to community organizations. Christian Academy alumnus Marlin joined his father in community service through the local Big Buddies program by collecting money for the organization on a designated Sunday morning. This annual event brought together father and son to serve their community. At Thanksgiving and Christmas, Marlin's father brought home Joey from the organization to spend time with their family. Marlin remembered how he felt:

It was different to see your father showing him affection and care just like you were [shown]. We became friends, and he had no father or role model. He came from a low income family. It helped show me what I had, and I was thankful for what I had. It made me realize that people in those situations are not that different from us.

This memory describes how a father taught a son to serve others and to accept others as they are, a valuable lesson for an impressionable youth. Parents often pass on to their children the values which are important to them. Bo, an Elite Academy senior, has worked with his parents for the last 6 years to assist athletes in preparation for the Special Olympics. Bo viewed the time which he spent with his family as rewarding not only because they were working together but also because they were helping disabled children to enjoy competitive sports. Fellow senior Shauna became interested in service by helping her mother in fund raising projects for Operation Smile to raise money for children needing facial surgery. Later, Shauna's mother assisted her daughter as she planned Elite Academy's first Dance for Life to benefit AIDS research. These examples illustrate the power of family influence upon children in the area of service.

Other participants credited their families with teaching them responsibility to the community through their service. This teaching came through observations of their parents, such as making donations to the American Red Cross and other nonprofit institutions or visiting elderly or homeless persons. Elite Academy alumna Sue explained: "I think most of my learning in that area [roles of a citizen] came through example, my parents especially, but others around me, too. You learn by watching how those you care about treat other people, what they do . . . " Children learn through example and often react by reflecting the example. Those who discussed the influence of their parents continue to be active in community service and plan to model this value for their own children. The actions and influence of family members often encourage youth to serve, including the family's religious beliefs.

Religion

All students and alumni discussed the role of religion in teaching and promoting service from their religious perspective. In this study, second only to the influence of family is the influence of religion on service. Although I met students and alumni from many different faiths, central to all of their religious backgrounds is the principle of service in the mission of followers.

Through their religion, students are involved in service. Several talked about the experience of service through mission trips. Some mission trips involved work in a rural, mountainous region to repair homes. Others visited poverty stricken areas of the Bahamas to share the word of Christ and to pray for more profitable conditions for the poor. Some participants talked about work with their temple to build houses for Habitat for Humanity or beautification projects, such as planting trees at a homeless shelter. One participant worked with her church through the Innkeeper Program to feed the homeless once a week during the winter months. Another student helped with baby-sitting children and with running a thrift shop for the local Methodist foundation. Students frequently mentioned Sunday school as a central part of their week where they learned about service and their roles as servants to other people. Mary, an alumna of Christian Academy, spoke clearly on her religious experience of service: "Jesus Christ is the ultimate example. So, I feel that the roles He established—service, compassion, selflessness—are still in effect today for us to follow as citizens." The influence of religion coincides with the upbringing of participants and their families' belief systems. It is probably the combination of family, religion, and school which makes so many youth aware of and involved in the community organizations offering service.

Schools

Although high school-aged students may choose to do service with their families and as part of their religious practice, schools offer opportunities which make service easily accessible to students. Schools provide these opportunities through their missions, school activities, school clubs, and courses. Elite Academy and Christian Academy actively encourage students to participate in service through an array of activities and programs.

Missions

A brief overview of the missions of Elite Academy and Christian Academy indicates a specific focus on the social conscience of students. The focus includes areas of academic and social growth for students. Service offers a means for the schools to educate students for the moral and ethical challenges of adult life.

Elite Academy's mission statement or philosophy highlights its reputation in the community as diverse in relation to its student body. The statement underscores plans to develop students' "intellectual, aesthetic, social, emotional, and physical" areas of growth (Elite Academy, 1997, p. 2). Social growth includes addressing "humanistic and social concerns" to develop "responsible citizens of the world" (Elite Academy, 1997, p. 2). The handbook describes several objectives which the school considers important for each student. Guideline 4 is worthy of special consideration here. It instructs students to: "Consider the safety, feeling, and general needs of others above your own" (Elite Academy, 1997, p. 5). The inclusion of "needs" relates this statement to the idea of meeting needs through service, a usual goal of service learning.

As a Christian school, however, Christian Academy's mission statement stresses the Christian aspect of the school and the effects which the school seeks to have upon students: "Christian Academy is dedicated to providing a strong Christian foundation for lifelong learning and college preparation by nurturing spiritual, intellectual, physical, and social growth in an interdenominational setting" (Christian Academy, 1997, p. 5). The terminology for social growth suggests that opportunities for service may be a means for student experiences as members of the larger society and for understanding their adult responsibilities. In the section on the "school's philosophy," the handbook lists the expectations for the education of students: "Christian Academy is a place where . . . learners grow in intellectual, physical, and social skills; students are challenged to become responsible, self-motivated, lifelong learners; . . . students gain an appreciation of different peoples and cultures; courtesy, dignity, and respect are exemplified in a safe, comfortable environment . . ." (Christian Academy, 1997, p. 5). Through community service, students have the opportunities to develop these skills, especially responsibility and respect for others. The mission of each school is evident in the activities and the curriculum of the schools.

School Activities

Elite Academy requires all high school students to participate in Community Service Day each fall. On this day, students select a site to perform a day of service, including choices of working with children, elderly persons, and the environment. Although the school requires the day of service, it is organized by students and offers choice in regards to service. Interested students volunteer to organize the day, and faculty

assist in the planning. This planning requires hours of dedication because students must contact enough organizations to occupy over 300 high school students. The students must also handle sign-ups for projects, transportation to the sites, and distribution of materials, such as tools. Alumna Kate had a strong influence on the development of Community Service Day and described why she helped to organize it: "I ran Community Service Day 2 years in a row. I was out to prove a point. I wanted to show 312 Elite Academy students that they should be happy that they are so fortunate." The 1997 Community Service Day included projects for serving elementary public school enrichment programs, homeless adults, nursing home patients, and public park environments. The dean of students discussed the reasoning behind a required day of service:

We want to put them in situations. We have finessed the requirement thing. We talk about the irony of requiring service. Should a school have a service requirement? So, we have a 1 time a year Community Service Day. You have 4 days of community service by the time you leave here. We want them to feel like they are giving of themselves.

When asking seniors and alumni of Elite Academy about projects from their school, all but one participant mentioned Community Service Day, suggesting the lasting impact which this required day of service has made upon students. Some alumni believe the experience helped them to gain interest in performing service. Alumna Margaret described the possible effects on students: "So many times a community service experience isn't a good thing to the reluctant participant, but one good exposure to it allows them to choose [to serve] or not without being uneducated about it." Other alumni thought that the school made community service easy to experience through its Community Service Day and met the goal of raising interest in service among students.

Other Elite Academy school events raise awareness, funds, and support for needs in the community. For example, students sponsor Dance for Life, a dance to raise money for AIDS research. Money raised from ticket sales benefits a local AIDS chapter.

Shauna, who founded the dance and has organized the event for the last 3 years, described her passion for this event and her reasoning for hosting the event:

It's great to be a part of the community at large. This cause is not even about me. I'm using it to heal a wound in the community. I felt it [AIDS] was a need not being addressed at this school.

This event suggests Elite Academy's willingness to allow student leadership in the execution and planning of service projects. Moreover, the event speaks to the school's support of community outreach, in this case for a disease which some members of society blame on lifestyle choices. The event is advertised on local radio stations and is open to the entire school and to the general public. This year, the dance raised over \$3,000 for AIDS research.

Elite Academy also sponsors an Alternative Spring Break (ASB) trip for students who are willing to sacrifice their spring vacation to help others. Elite Academy students and alumni shared stories of building homes in Kentucky, cleaning cemeteries in Mississippi, and cleaning homes and a museum in Missouri. This experience gives students the opportunity to travel outside their immediate community to perform service, stressing the need for service throughout their country. Alumna Margaret founded Alternative Spring Break, served as its director for 2 years, and wrote a service manual for the event. She reflected upon the value of Alternative Spring Break: "Some kids who went on ASB had never thought about performing community service before. I had an excellent time while gaining new perspectives." This experience allows students to focus upon service for an

entire week without the distractions of school and home. Alternative Spring Break is another example of Elite Academy's support of student ideas and promotion of service.

Christian Academy also sponsors school-wide service events. The annual Canned Food Drive began as a competition among local high schools and has grown into an event which raises over 25,000 cans of food for the local Food Bank. Alumni and present students are pleased with this event's success and amazed by their ability to raise this amount of food for their community. Students credit the encouragement and motivation of peers as the strength of this drive. The school has received recognition in the local papers for its support of this community project and has pledged to continue this drive as a service to the community. The annual Gifts for Santa event brings underprivileged children from a local day home to Christian Academy. Although the Student Council sponsors the event, all high school students are encouraged to participate by bringing a toy. The students do have an incentive for the event. If they bring a toy, they attend the assembly where the children receive their gifts. As a Christian school, it seems appropriate for Christian Academy to sponsor an event during the Christmas season to focus upon the act of giving. Through their donations, the event allows students to receive the "gift" of making a child's Christmas wishes a reality. The Key Club sponsors Hoops for Heart to raise money for the American Heart Association. Students donate \$5 to attend student and faculty basketball games during the school day. The money raised goes to the local chapter of the American Heart Association. This year's game brought enthusiastic cheers from the students in the bleachers, despite suffering losses in both games with the faculty. In all the fun, no one seemed to forget the real reason for the game. Students from the Key Club presented a check of over \$5,400 to the American Heart Association.

In interviews, students also recalled other school events which promote service. Both schools hold a Blood Drive for the American Red Cross. These annual events allow students to possibly save lives through donation of their blood. Both schools also collect money to support community charities. For example, Elite Academy collects money for UNICEF, Catholic Charities, and the Food Bank. Christian Academy encourages donations to collection competitions between classes to benefit local charities. These events usually have the sponsorship of a school club.

School Clubs

School clubs at Elite Academy and Christian Academy also provide students with a variety of service opportunities. These clubs offer busy students the chance to select a service area of personal interest. Elite Academy's service clubs are unique to the school and include the Community Service Club which assists the community with projects, the Environmental Club which focuses upon service to preserve the environment, Peer Educator Assistants (PEAs) in which students serve as peer counselors, and the Women's Issues Club which provides speakers or service focused upon women's concerns. Christian Academy's clubs are more traditional affiliates of national organizations and include the Fellowship of Christian Athletes (FCA) to promote the Christian principle of service, the National Honor Society (NHS) which requires service as a criteria for membership, the Interact Club which works with the local Exchange Club to serve the community, the Junior Civitans which is a division of the Civitans community service group, the Junior Women's Club which is a part of the National Women's Federation service organization, the Key Club which performs local service with the Kiwanis Club, and Students Against

Drunk Driving (SADD) which encourages students not to drink and drive and works with Mothers Against Drunk Driving (MADD). During the time of my observations, the Interact Club and Junior Women's Club did not have a faculty sponsor.

In these school clubs, only the Peer Educator Assistants and National Honor Society have membership requirements. To become a member of Peer Educator Assistants, a student must take counseling sessions and be selected by a review committee of current Peer Educator Assistants and faculty members. Moreover, the student must commit to further training as issues or needs arise. For the National Honor Society, students must meet requirements of a 95 cumulative numerical grade point average, personal integrity, and service to the community. Students may elect to join other clubs based upon their interests or desire to perform service. Many of these school clubs sponsor school-wide service events and invite the participation of all students. For example, Elite Academy's Community Service Club asks for donations to perform a variety of services, including weekly tutoring at a local church, preparing holiday baskets for the Catholic Charities, and providing food and drinks for holiday parties for a local Head Start program. The Fellowship of Christian Athletes club sponsors Christian Academy's annual Christmas service trip and includes the student body by asking for donations and by inviting them to join the trip.

Another type of service is executed through the Student Council. At both schools, students are elected to the Student Council as class officers or as school representatives. The Student Councils are active in promoting service through Blood Drives and other activities. At Elite Academy, the Student Council assists with the Dance for

Life. At Christian Academy, the Student Council promotes the Canned Food Drive. Student Councils are essential for promoting service projects among the student body.

Courses

Students and alumni also described certain courses that teach the responsibility of service to one's community. Elite Academy offers an elective called Comparative Religions. The course explores belief systems through the perspective of religions in the community. Senior Grace believes the course taught her about the interactions of different religions and respect for various viewpoints. Christian Academy students must take a year of Old Testament and a year of New Testament to meet graduation requirements. For Christian Academy students, the Old and New Testament courses focus upon the study of the Bible in the context of Christian principles for students to follow. Students learn about serving others as a Christian principle. Junior Lori gave an example of the relation of service to her Bible classes: "It is a Christian responsibility in the Bible to help others and to be an example." These courses provide examples of exploring the religious influences on service.

Elite Academy offers electives in Social Service and in Social Conscience. In the Social Service course, students perform community service during their class period 4 days a week, keep journals, and participate in class discussions 1 day per week. Social Service gives students who are interested in service the opportunity to make service a part of their curriculum and to make a commitment to regular service. For senior Erica, her required volunteer time of 4 to 5 hours per week eventually expanded to "10 to 12 hours per week because you get involved with the work." Senior Bo assisted in a park

community center for his Social Service class project. He described his experience: "I volunteered in the park community center. It [the community center] helped the kids want to spend more time there than on the street. It also gave the regular workers a day off." Bo enjoyed working with the children and hopefully giving the children a reason to be a part of the community. Through this course, both students learned how much work it takes for a service organization to meet the needs of the community. This course is service learning because students combine service experience with reflection.

In its Social Conscience course, Elite Academy selects a significant social and/or historical theme for study. Senior Dave took the class when its focus was on the Holocaust, and he learned "what is expected from me from a lot of society, my responsibilities as seen by them. I can't say it changed me, but it opened my eyes to what is expected for everyone to be a morally conscious society." This course provides a vivid example of an emphasis upon the responsibilities of the individual to society, an aspect of service.

Community Organizations

In discussions, students and alumni described the community organizations that sponsored or encouraged service. The volume and the variety of service organizations named by students and alumni are impressive. Students not only spoke of organizations which needed service but also listed those organizations in which they had been involved outside of school. They include: AIDS Walkathon, Battered Women's Shelter, Crisis Pregnancy Center, Hospice Hospitality House, Operation Smile, Special Olympics, the National Conference of Christians and Jews, and the local Rescue Mission. These

examples illustrate the awareness of these young people to needs in their society and their actual devotion to such causes.

Summary

Family plays the largest role in the development of service through their community involvement. The influence of religion also plays a major role in development of personal traits through an emphasis on service as a moral principle to embrace. Schools reinforce the actions and teachings of families and influence students by teaching responsibility through community service activities. Throughout the community, service organizations solicit the help of volunteers. In the course of their service experiences, students consider their reasons for serving and what their contributions mean to the community. The next chapter discusses the expectations, experiences, and insights of students and alumni from their service experiences.

CHAPTER V

EXPECTATIONS, EXPERIENCES, AND INSIGHTS

Service in school affects students, their schools, and their communities. Students consider service to meet their expectations of providing assistance for their communities. In relating their stories of service, Elite Academy and Christian Academy students reveal how service gives them a chance to contribute to their communities and brings personal changes. Students and alumni hold key insights into what impact service makes upon students, their schools, and their community.

Expectations of Service

When defining service, students revealed the central purposes of service as awareness of needs, helping others, and giving back to their community. The community service of the students, especially the seniors, provided personal experiences to discuss why their schools provide service opportunities.

Awareness of Needs

The seniors at Elite Academy and Christian Academy recognize the security of their private school environments and view service as a way to make them aware of needs in their community. Elite Academy sophomore Elena elaborated upon the view which society may have about private high school students: “It is a common stereotype of

students as sheltered and wealthy. With service, students see the real world problems.” Elite Academy senior Shauna agreed, calling service a “chance to mix and to be involved outside of our own little worlds.” Her peers agreed that their privileged socioeconomic status places them in environments removed from the concerns and problems of the less fortunate members of their community. Elite Academy senior Grace commented on the need for privileged students to perform service:

It’s important for people who come from good neighborhoods to remember that they have a lot to do. I think it is important in learning how to be unselfish. Learning how to give back to your community is really important.

This reminder raises awareness of needs. Other Elite Academy seniors thought that service offered a view of the “real world” by showing what needs to be done for the community. Senior Erica echoed the value of service: “It’s hard for people attending schools like this [Elite Academy] to understand what others less fortunate are dealing with.” In reflecting upon the purpose of service in schools, many alumni noted their school’s desire to inform students about their community’s needs. Christian Academy alumnus Jeremy described his beliefs for the reasons the school promoted service:

One was to simply to get involved in the community and afford students a school-sanctioned arena in which to do it. Secondly, I feel that these [service activities] were sponsored in order to essentially let students know what was happening in their community.

Students learn about needs through service experiences. Moreover, they learn how to assist their community.

Helping Others

For students, another central purpose of service is to help others. According to Christian Academy senior Glen, finding people to help was not difficult: "There isn't a place in this world that doesn't need some kind of help." A sample of student responses reveals the service objective of helping others by donating one's time, money, and skills to meet a need in the community. For students, service and help are synonymous.

Christian Academy alumnus Jerry cited the school's annual Canned Food Drive as an event which emphasized helping people: "The project we did moved towards the idea of helping people, not just thinking of yourself and trying to get your own personal gain. It promoted concern for other people." Elite Academy senior Shauna elaborated on this emphasis:

Community service can really help but only when you are working side-by-side to help each other in a partnership. It should be a mutual thing. You have to be careful not to start imposing your own values on people though.

These students view service as a way to focus on working with members of the community. When asking alumni to define service, helping others again surfaced as a major reason for service for the majority of participants. However, the alumni added more considerations to helping others, including time, action, and talents. In their experiences, they had learned to make a time commitment to service. Alumni also sought service projects to remain active in service. In their service, alumni recognized their use of personal talents in their selection of organizations to serve and in their service activities. Raising awareness of needs and helping others incorporates another purpose of service for students and alumni: giving back to the community.

Giving Back to the Community

Students and alumni feel a responsibility to give back to their community through service. Elite alumnus Matt believes that his school sponsored service “to give something back to the community.” “Giving back to the community” translates to an appreciation for what the community has done and feelings of being blessed in one’s own life. When considering community service, Christian Academy senior Julie said that “there’s no excuse for me not to do it [community service]. . . there’s no reason why I should sit back with everything I’ve been blessed with and just say, ‘too bad’ [for others].” Christian Academy senior Cara desired for her community service to give the community “a better outlook, a hopeful outlook on life to know there’s people out there that do care” for them. Furthermore, many seniors believe in giving without reservations and expectations for reciprocity. These examples provide insights into the students’ purposes for performing service and highlight their expectations for meeting community needs.

Student Service Experiences

Through their various service experiences, students had numerous opportunities to evaluate their expectations of service. As students worked to help others, to meet needs, and to give to their community, they met and exceeded their expectations. Their experiences taught them the dependence of humans upon one another and showed them how community is a way of life. They experienced the levels of need and the diversity of people and cultures within their community. Students used their own hands to meet needs and taught others what they had mastered. For many students, service became a

habit which also brought them a sense of personal satisfaction. This section explores the experiences of students and their reactions to their work.

Interdependence

Through community service, students interact with a wide variety of persons, including underprivileged, disabled, and elderly persons and their own peers. When students serve others in their community, they begin to see their role as a servant more clearly. They serve not only to help others and to meet needs but also for the value in serving one another. Elite Academy alumna Margaret described members of the community as a “web of support systems” which join together to meet a need or to solve a problem. Through service, students create an atmosphere of respect for others and accept the realization of human beings’ dependence upon one another.

Students described their memories of service experiences which made them feel a part of their community. Inspired by her 1997 Community Service Day project at a community center for underprivileged youth, Elite Academy senior Grace continues to be an active volunteer to the center. Grace described her work with the children:

I had little kids to begin with at the community center in a day care for low-income families, and the families had to be working or in school [to use the program]. What I do now is I work with school-aged children. Here was this girl learning to alphabetize things, and she didn’t even know her ABCs. I helped her to learn them. It is gratifying to me.

Through her service, Grace is more than a volunteer. She fulfills the role of a mentor, a teacher, and a playmate for the children and the role of a servant for the center. This example exhibits the need for flexible volunteers who are willing to assume any role which is needed or multiple roles at once. Sometimes the interdependence among

persons is met in a simple way. During Community Service Day, some Elite Academy seniors chose to serve residents in a retirement home. Although their service consisted of playing bingo with the residents, the experience gave the residents a leisure activity and the seniors the opportunity to interact with the older, experienced members of their community. Through service to mentally and physically disabled youth, students encounter members of their society who are not able to be a part of their schools. The National Honor Society at Christian Academy adopts a local School for the Disabled. Students assist the school with "trick-or-treating" in a local shopping area and with Special Olympics qualifying rounds. The disabled students depend upon the Christian Academy students to move their wheelchairs and to be their friends. However, the Christian Academy students also receive help from the disabled students. Senior Jenny wrote a reflection about the meaning of this project and her work with the physically challenged Carol:

Carol probably forgot me soon after she left the Special Olympics, but I will never forget her. She helped me more than I helped her. I left that day with a whole new attitude towards how to treat people. I really believe that my experiences with Carol at the Special Olympics made me a better person.

This example illustrates how individuals may gain new attitudes or new perspectives about others and themselves through service. Through their Blood Drives for the American Red Cross, both Elite Academy and Christian Academy students help to sustain lives with the gift of blood, stressing the literal interdependence of the community upon one another for survival. According to American Red Cross representative Brian, the schools' Blood Drives greatly increase the number of donors for critical needs. Elite Academy senior Tracy helped to organize the drive and commented upon the value of her

donation: "I know a lot of people need blood really fast. I was able to help save five or six lives [by donating blood]." Christian Academy's Hoops for Heart event raises money for funding research for heart disease. By donating to this event, students are assisting their larger community with possible health improvements and raising their own awareness about heart disease. Students also serve one another as counselors and supporters. Elite Academy's Peer Educator Assistants program trains and utilizes students as peer counselors to provide troubled students with a familiar resource to hear their problems and to answer their questions. Throughout these examples, students are creating an atmosphere of respect and dependence upon one another for teaching, entertaining, and assisting their community.

Community as a Way of Life

Service experiences provide students with opportunities to interact with other members of their community. Through interaction, students begin to experience their community as a way of life. The community has all types of persons from playful children to wise elders and creative artists. Service broadens a student's sense of community by providing moments of interaction which create lasting impressions of the bond between community members. When Elite alumnus Carson and his jazz band performed on a monthly basis for a nursing home, he developed an enlightened view of service: "It was nice to see a few of them [the patients] dance, sing, and smile. The activity reinforced the notion that service to the community was a part of life." For Carson and others, service offered the experience of community where relationships exist among one another and between generations. Service helps to define and to establish ties to the

community. These ties can create a deeper appreciation for others and for their talents.

On Alternative Spring Break, Elite Academy senior Don assisted with cleaning a dance museum that could not afford to hire a cleaning crew. The museum's curator inspired Don's appreciation for dance:

On ASB in East St. Louis, we got a chance to meet one of the most incredible people I've ever met in my life. Her name was Katherine Dunham. She was a ground breaker in modern dance. She was a mentor for Haley's Dance Troupe. She just invented modern dance. She lives in East St. Louis and has a museum in East St. Louis. We helped to clean up the museum because they ran out of money and can't pay a lot of people. We got to meet her and talk to her. She had us in her bedroom, and she just sat there on her bed and talked to all of us. It was the coolest thing.

This example relates how sharing stories and experiences extends the community to others and appreciation for those who are leaders by example in their community. These leaders help students to become aware of needs and how to contribute to their community.

Perspective on Needs

When reading about homelessness in a newspaper or watching a news report on the television, it is difficult for a person to truly grasp the urgency and the level of need. Service experiences develop a realistic picture of the needs within a community. According to Christian Academy alumna Beth, service gives students a sense of connection to their community: "Service is not impersonal. It is getting down and addressing community problems head-on." Elite Academy and Christian Academy recognize the value of realistic experiences in their selections of service opportunities. For example, both schools offer projects to relate the material and educational needs of children. Both

schools commit their students to projects addressing needs and concerns of their community.

Christian Academy's Student Council and school service clubs host a Gifts for Santa assembly for underprivileged children from a day care center. All students are invited and encouraged to participate in the assembly by bringing an age-appropriate toy. Through the generosity of the high school students, each of the delighted day care children leaves with five or more toys. The students and the alumni view this event as a way to bond with children who are deserving of their attention and of their material gifts. According to various recollections, this event truly makes an impact upon the high school students. Freshman Mary Catherine tearfully recalled hearing the story of a little girl who chose a can of green beans instead of a toy from the piles of gifts because her mother liked green beans. Alumna Mabel fondly remembered watching the children select a toy and their innocent surprise when they were told to take more toys: "They were happy with just one toy, and most kids would want as much as they could get their hands on." For the students, Gifts for Santa brings an awareness of need and the joy of giving to others.

Through Elite Academy's Community Service Day, students work with children throughout their community, including day cares, homeless shelters, and public schools. Senior Bo worked at a local agency which sponsored recreational activities for pre-school homeless children. By playing with these children, Bo learned about their daily lives: "It was a challenge to work with kids, seeing the problems they face and seeing their faces in meeting someone new." For Bo and other students, these children taught them what it was like to be homeless. Through the local Refugee Center, other students assisted in

directing play periods and helped the children with their English. Senior Kevin recalled his encounter with children from a Cuban family: "I used Spanish to communicate with them. It is disturbing to think that they left their country and everything but feel better off here with nothing. I was surprised by their reliance on volunteers to learn the language." This experience provides students with a perspective on challenges faced by children in their community, including a language barrier and learning English as a second language. Although these examples focus on interaction with members of the community, manual work for a service organization also explains the needs of society.

Organizing supplies and completing paperwork are ways to assist service organizations. For Community Service Day, Elite Academy sends volunteers to sort food donations at the local Food Bank. The volume of donations provides them with a visual perspective on the need for food. Students expressed their surprise at the amount of food generated through community collections and at the number of people who depended upon the program on a weekly basis. Students from Christian Academy and Elite Academy assisted with the distribution of holiday gifts for low-income families, individuals, and retired persons through the Angel Program. The students sorted gifts and filed paperwork, timely tasks for a small staff. As Elite Academy senior Reggie sorted and filed applications for gifts, he read the gift request of one person. In the entry, an elderly woman asked for a gift because she had no family or friends left to celebrate Christmas. This request helped to broaden Reggie's understanding of the service organization and on lonely persons with needs in the community. These examples exhibit how those who serve a struggling community or help to organize service for their less

fortunate community members share a deeper understanding of the needs in their community and ways to contribute.

Experiencing Diversity

By interacting with various members of the community, students witness the diversity of their community. Outside of their private school hallways are disabled persons, new immigrants, and poor people. Innkeeper Program director Leah explained how service to groups, such as the homeless, broadens a student's perspective of community and self: "Students learn about diversity and themselves, maybe what their prejudices and ignorance are." Community service gives students the opportunity to interact, to serve, and to appreciate their diverse world. Elite Academy's Community Service Club members regularly perform service for the Refugee Center. For example, students made traditional Thanksgiving food baskets for refugee families. This project gave Elite Academy students the chance to experience persons of different cultures and to teach others about an American tradition. In the National Honor Society's work with the School for the Disabled, Christian Academy students discovered that they are only different from the disabled children in relation to physical or mental disabilities. Christian Academy senior Dylan wrote about similarities because his disabled student "just enjoyed to be outside and having fun with her friends . . . made me start to realize that just the simplest things in life, like walking, running, and talking are taken for granted everyday." Students often gained a sense of appreciation for their own lifestyles and expressed their need to recognize their daily routines as significant. By experiencing the diversity in their

community, students become aware of other cultures and lifestyles, but they also find common characteristics to link themselves to the community.

Hands-on Experiences

Community service gives students the opportunity to use their hands to meet a need. They learn how much manual power they have to assist their community. Many students expressed how they collect donations for an organization, such as the Food Bank or the Heart Association, but they never have knowledge of how they actually helped. Hands-on experiences allow students the reward of seeing the results of their labor. Elite Academy students build “dream houses” for children who use an inner city community center. A “dream house” is a wooden playhouse which the high school students build, and the children paint. The project gives high school students a chance to develop or to utilize building skills and to make a material contribution for children to enjoy. Through environmental service projects, students from both schools helped to repair, to improve, or to stabilize landscapes. Elite Academy’s Alternative Spring Break assignments often focus upon the environment, including cleaning up trash, clearing park trails, and landscaping a cemetery. Senior Don recalled cleaning a yard filled with garbage:

One guy we all remember. He wanted us to call him Uncle Dave. He was this 80 something year-old man with piercing blue eyes. His yard had a stack of trash just cumulative from over the past years. It started off before he ever moved in. We filled a 40 foot dumpster to 2 feet overflowing with all the garbage in his yard. He had all the kids inside to tell stories. He would just say “take a break” and tell stories. He had great stories. He was just an incredible guy.

Through this experience, several students not only cleaned a yard, but they also left with memories of a man’s life. Elite Academy’s Community Service Day” regularly offers

projects for the local Friends of the Park organization, such as cleaning exotic plants.

Friends of the Park director Corrie explained how students and other volunteers preserve the park's environment: "We need groups performing exotic plant removal where they are physically removing small exotic trees from certain areas. These exotic plants prevent young trees and flowers from growing and need to be pulled-up by the roots." Students found the work to be tedious but worthwhile for preservation of a natural setting.

Christian Academy tries to coordinate efforts when disasters occur, including flood, tornado, and hurricane damage. Christian Academy alumni recalled with satisfaction their efforts to stop flooding from the Mississippi River by filling and stacking sandbags on a soybean farm. Their efforts saved the crop of a farmer whose small family had been trying to salvage it alone. Hands-on experiences remain in the memories of students and alumni because they made a visible, lasting difference in a community.

Teaching and Learning

A community service project is a teaching and learning experience. In many scenarios, students teach others by drawing from their own knowledge. In service to the Refugee Center through Community Service Day and the Community Service Club, several Elite Academy seniors communicated with refugees in Spanish, adding a level of comfort between the two nationalities. The students used the Spanish which they had learned in school in a realistic setting, experiencing the value of being bilingual. Christian Academy senior Suzie has a natural talent and enthusiasm for softball and was a member of the school's state runner-up softball team. For her senior research project, Suzie organized a softball league for the school's after-care program. In describing her

passion and commitment to the project, Suzie recalled a father from a foreign country who had never played softball but wanted to play in the Parents' Play Game with his sons:

He came and he said, "Thank you so much for starting this league . . . This is my only pleasure in life." I mean that really affects you . . . that changed his life. I mean to especially get the courage to go up there in front of his kids and all the players and not having a clue how to do it [play softball].

Suzie's time, effort, and talent gave her the opportunity to teach others about a sport which she mastered and to prepare for a research presentation on youth softball leagues. Elite Academy's Dance for Life raises students' awareness about AIDS and its prevention by featuring an AIDS patient to accept the money collected from the dance. Student organizer Shauna described the patient's visit: "He let students know their work was appreciated and that people were being helped." The guest also served as an example of a person living with AIDS to educate students about the disease through the voice of a victim. Elite Academy's Community Service Club sponsors a tutoring program for lower-income children who attend an after-school program at a neighborhood church. Elite Academy students use their educational training to help the elementary students with homework, reading skills, and study skills. From my observations of this program, I believe that the tutors focus on the academic progress and on the development of a friendship with their assigned students. For example, Elite Academy junior Elena guided her student Margaret through designing an outline of the scientific revolution from a social studies text. To reinforce reading skills, Elena had Margaret read paragraphs aloud and select the main idea for each paragraph. When Margaret did not understand a term, Elena found relevant illustrations. For example, Margaret wanted to know what taxes were, and

Elena used the description of buying tennis shoes. She explained that the tax was the added amount to the price for the government. Margaret had immediate recognition and described her parents paying their income tax. Elena smiled and congratulated Margaret on finding her own example. The interaction between Elena and Margaret displayed a level of comfort with one another, emphasized by Elena's pride in Margaret's accomplishments. During Community Service Day, several Elite Academy students worked with a local Head Start program by helping students to establish daily habits, such as brushing teeth, through lessons on health and by relating their own routines. These examples exhibit how students teach others their own skills and habits, giving the students the opportunity to reinforce their learning.

Responsibility and Rewards

Through the service experiences, students make concrete contributions to their community. Moreover, they develop a sense of responsibility to one another through service. Christian Academy's Fellowship of Christian Athletes sponsors an annual Christmas trip to a rural, poor region to deliver food, and the event has become a yearly and a personal experience for many students. These students feel an obligation to provide for others. When discussing the annual Canned Food Drive, Christian Academy students expressed their surprise at the high level of participation among the student body and their collection of 25,000 cans, a Food Bank record. Senior Julie described the participation: "People who you wouldn't expect to help came up and gave money or let you borrow their truck so you could take cans to the Food Bank." Although their schools and peers encourage students to perform service, students ultimately must choose to

participate and to accept a responsibility to help others. Both Elite Academy and Christian Academy collect donations to fund charitable organizations. For example, Christian Academy's Student Council sponsors "penny wars" between classes in which 5-gallon bottles are placed in the high school office for students to donate their pennies. Elite Academy students donate money throughout the year for UNICEF by asking for change as well. Christian Academy Student Council member Lori explained the purpose: "It doesn't take a lot to do a lot for a good cause." A small collective effort evolves into a large collective effort. Through regular donations of pocket change, students reinforce the habit of giving to others. As students accept their responsibility to give to their community, they experience a sense of personal fulfillment, reinforcing their commitment to the community.

These examples of student service experiences reveal emotional, intellectual, and physical effects upon students. Through service, students met their expectations of helping others, raising awareness of needs in their community, and giving time and effort to their community. Their service experiences also left students with insights upon the impact of service.

Impact of Service

The community service experiences of students gave them insights into what service actually does for others, for those serving, for schools, and for the community. Elite Academy and Christian Academy students shared their insights on the impact of service.

Insights on Those Served

During interviews, students and alumni considered the impact of their community service in high school upon those whom they served. They knew that their actions met an immediate need or provided a time of interaction.

Through some events, students and alumni received appreciation for their efforts, making them feel the value of their service. For example, Christian Academy alumnus Jerry reviewed his work with the Gifts for Santa assembly:

It made a big deal [of difference] because we had worked with these kids, and we knew they weren't going to have a Christmas if we didn't get the stuff together to give them. When we gave them their toys, a lot of them said that was the only Christmas [they] will have . . . A lot of the things we had were wants and not needs. A lot of things these kids had were actual needs, not just wants.

Students from both school sites agreed that they met needs when helping to distribute or to collect material goods, such as food, clothes, toys, and money. Through these experiences, students actually made the holiday a season of gifts and gatherings for some children. Other students wanted to make more lasting changes for community members.

Elite Academy senior June explained her view on service:

I see service as making people's lives better mentally rather than more physically. Helping them make themselves a better person. Bring themselves up in the world. I don't see giving a person a blanket the same as helping the person develop mentally.

This view expresses many participants' pride in the short-term impact of their work but their desire to have a long-term impact. These reflections provide a view of how students give to their community to meet immediate and possibly future needs. Other students expressed concerns that they are not effective in helping their community members.

Alumni from Elite Academy worried about the limited time offered by 1 day service projects through events and clubs, such as Community Service Day. Kate explained: "I think the impacts on those served were minimal because almost all of the projects were made up of a couple of hours at many different sites." Others acknowledged that the projects were fairly brief. In 1 day activities, the time limits the student's perspective on the effectiveness of his or her contributions and the development of relationships. However, other students noted that some students extended their experience by returning to these locations. Elite Academy alumnus Carson explained: "Those served actually received a limited impact from our direct actions. I think that a few of our class members made a renewed effort outside of our group organized service projects, and they had a greater impact." It is interesting to note that students do return to some service experiences to make further contributions. Although students may never have the opportunity to know how their service impacts those served, they realized the impact community service made upon their lives.

Insights of Individual Students

When asked about the effects of community service, students and alumni underscored how service experiences can make specific and concrete contributions toward improvement of their community. Service also made positive changes in the intellectual and emotional characteristics of those who served.

Making a difference. Students and alumni observed their small steps toward improving the lives of others. Christian Academy alumna Mary explained: "Service helped us realize that we can make a difference in the lives of others just by donating a

little bit of ourselves to others.” What students give to “make a difference” varies from time and money to manual labor, but their need to give remains strong. For example, Elite Academy senior Kevin shared his reasons for participating in service: “I chose to do it [service] because it is very worthwhile. This community has given me such a good school to go to.” Moreover, students and alumni found community service to be a means to teach the civic responsibility of service to society. Christian Academy sophomore Jason related service to civic responsibility: “Service gives experience and know-how to see problems and to know you have a responsibility to do your part.” Christian Academy senior Jacob added how service opens students’ views: “It [service] changes their views because a lot of times, they are not exposed to the real world, but when they get in service activities, they are bombarded by what they see. They see that what they do can make a difference.” For many students, service helps them to distinguish the concerns of the larger community by uniting different areas and social classes in a common effort. For personal reasons, some students even found service to be an effective use of their time. Christian Academy senior Augustus believes that service may keep teens out of trouble, citing police youth programs and probationary community service as examples. Service in high school also assists students in completing their college applications for careers and for scholarship competitions. Christian Academy alumnus Jeremy admitted his selfish motivation for offering his service because he “wanted things which would look good on scholarship applications.” In assisting their community and in meeting practical concerns for themselves, students and alumni experienced personal growth through service.

Personal growth. Throughout interviews and observations, students and alumni recalled how service changed them personally and aroused their emotions. Most study participants acknowledged an area of personal growth through service. They consistently mentioned having a “sense of accomplishment” which they described as a “good feeling” or “reaching a goal.” For example, Elite Academy alumnus Carson believes students experienced “happiness, a feeling of fulfillment, [and were] brought closer together through a shared experience” of service. His fellow alumna Julianne hoped for service to instill “the lifelong habit of doing community service” as it did for her. Many participants credited their personal satisfaction from helping others with their present or continued involvement in community service. Others believe their community service helped to find shared solutions to their own problems and to the problems of those in their community regarding education, work, and relationships with family and friends. By experiencing the needs of their community, students often gained a more mature perspective of the lifestyles of others. Many of these privileged youth learned how a family lived without a car, without food, or without a home, realities which they had never considered. Many participants claimed that service increased their self-esteem. For example, Christian Academy senior Suzie’s formation of a softball league placed her in the positions of organizer, coach, and director for the program. During the project, she realized her abilities and also managed to raise the self-esteem of her players by teaching them new skills. Many students found that through serving others, they began to see what they had to offer to others. Christian Academy senior Cara explained how community service helps both the server and the recipient: “Even when you’re not the one being helped, it [service]

helps you to learn and grow.” Others spoke of the self-confidence which they gained from service experiences. Elite Academy sophomore Elena credited service with giving her “confidence in the ability to change and to improve her community.” It seems plausible that with self-esteem and confidence, these students and alumni can continue to serve and to impact their communities. According to most participants, service experiences made them thankful for what they have. Some even described service as a way for them to answer a spiritual calling to serve others. For example, Elite Academy alumnus Carson regarded service as helping him to achieve “peace with God.” Christian Academy alumna Mary also compared her service to her religious role:

I experienced a sense of satisfaction knowing I was helping others, but also knowing that by serving others, I was serving God as well. I felt this way because as a Christian, it is deeply planted in me to reach out to others, and actually doing it [service] is the only way to satisfy my need to help.

These comments support the religious influence upon students to perform service.

Finally, students mentioned the development and/or use of skills through service.

Students and alumni recalled their excitement at learning how to use power tools to repair homes and to actually use their classroom Spanish to communicate with Mexican immigrants who had many questions about their new home. Others spoke of exercising and enhancing their skills of interaction and communication by working with members of the larger community. The development or use of manual, academic, and interpersonal skills reinforces how individuals contribute to the community. Often, students were surprised at the various ways to serve. It is important for those serving to be excited about learning new skills and willing to share their knowledge.

Insights on Schools

In discussing the effects of service upon schools, only the alumni responded. Perhaps time away from an environment allows for a clearer retrospective. Alumni credited community service with bringing students closer and with establishing the school's presence in the community.

Student actions outside of the school are often brought into the school. When students engage in service through their schools, they became a group of problem-solvers. Christian Academy senior Josiah explained the value of a group service project: "It [service] has tremendous impacts because schools have a tendency to be only about grades and not about people as a group. When we work together, we become a group accomplishing a goal." Students develop a relationship which considers how to complete a project and assigns relevant roles to each student. Several alumni found service as a way to promote unity among the student body. They believe that service creates a partnership between students as they work on a school project, building or reinforcing bonds between students. For example, Elite Academy alumni revealed how they truly learned a person's values by working alongside him or her in Alternative Spring Break service projects. Christian Academy students knew the success of their Canned Food Drive was due to the 100% participation of their student body. Therefore, service often brings students together through commitment to a common goal for their community.

By promoting community service, a school establishes itself as an active participant in the community. Several students and alumni explained how service helped to boost their schools' reputations among its community members. For example, Elite

Academy alumna Julianne suggested that service provided “a link” between the school and the community, an important connection for service: “In a way, service encouraged people in the community to look at private institutions more often for volunteers.”

Through this connection, others believe the school earned greater respect from its community. Christian Academy alumna Jane explained that service “showed that the academy encouraged kids to think of others and not just themselves.”

By focusing on community service, a school has the opportunity to promote a reputation for teaching the value of service. In service to their community, students are learning new skills, interacting with members of society, and making contributions to the welfare of the community. According to Christian Academy alumnus Jeremy, a reputation for service may also produce students who in turn benefit their schools: “I think that it must be recognized that a school with students who are more aware, more active, and more involved will gain benefits.” Therefore, service gives schools the opportunity to form a connection with their communities and to produce students who will not only better their communities but also their schools.

Insights on Service and the Community

In this study, alumni and student participants suggested that service in schools yields positive effects upon a community. Students learned about their community’s needs and began to assist in meeting these needs. Their service also provided hope and reflected the sense of responsibility towards one’s community. When students, schools, and community members work to address needs in their community, changes occur in the

way they view each other. After the service projects are completed, the residue of caring relationships often remains.

The stories of service suggest the lasting impact which community members made upon students. Some students continue communication with those whom they served. For example, Elite Academy senior Stacy volunteered at a local teen center to lead discussion groups for a Community Service Day service project. The outgoing and empathetic Stacy reached out to one of the teenagers: "There was a girl who is my age. She's been married since age 13 with two children. There are still things we have in common. We can make each other laugh and hold close conversations. I just love her." Stacy considers this friendship one of the closest in her life and an inspiration for her continued service to this teen center. Christian Academy senior Ethan formed a relationship with a minister during the annual Fellowship of Christian Athletes' Christmas relief trip. He plans to continue donating to the community while attending college because he was impressed with the minister's ability for keeping alive the spirits and hopes of the poverty-stricken community. Even representatives of service organizations recognize the lasting commitment of students to the organizations which they serve. Caring for the Community representative Aaron described his organization's relationship with Elite Academy and the service of senior Shauna, organizer of Dance for Life:

We couldn't do a lot of our programs if it wasn't for groups like Elite Academy. I've had students from Elite Academy and other schools to come in and help out on a regular basis. One of the coordinators for Dance for Life [Shauna] has been volunteering this whole year since the dance was over. They are getting ready to graduate. It's [Dance for Life] going to continue. I met with the group that will coordinate it next year and just showed them around the agency. We couldn't do that [Dance for Life] ourselves. They are able to coordinate that amongst themselves. That has been extremely helpful.

Aaron's comments suggest that Shauna's and Elite Academy's relationship with Caring for the Community will continue when Shauna leaves to attend college. This established relationship will continue to educate students about AIDS and raise funds for AIDS research within the community. These examples represent a few of the relationships which community service experiences begin and flourish. The relationships reflect the interdependence among community members but add the depth of emotional caring for one another.

Summary

Students are exceeding their expectations in community service and revealing insights about the effects and impact of service. When they work in their community, students gain a realistic perspective of multiple needs. They make a conscious decision to help others by addressing those needs. For many students, community service is a means for them to give back to their community. From their wide variety of experiences, students gain a deeper understanding of characteristics of the community, including interdependence among members and a sense of community. Students broaden their views on the needs of their community and the diversity of cultures. Through hands-on service experiences, students teach lessons for community members, reinforcing their own learning. They also develop a sense of responsibility and even reap personal rewards from their community involvement. Finally, students recognize the impact which their service has upon those served, themselves, their schools, and their community. Through serving others, students recognize the need for continued service. They receive cognitive and affective benefits, including the acquisition of new skills and confidence in their

actions. Their schools enjoy a sense of unity among the student body and a reputation for giving. In their community, students form ongoing relationships with lasting benefits for the community. In the next chapter, the focus is on the school and its incorporation and implementation of community service experiences.

CHAPTER VI

SERVICE IN THE SCHOOL

Christian Academy and Elite Academy make a conscious effort to incorporate service into their schools' activities and curriculums. This chapter evaluates the methods and the goals of service for the students. An exploration of how central service is to the cultures and to the curricular cores of the schools emphasizes the value placed upon service. The perspectives of faculty, students, alumni, and representatives of organizations served by student volunteers present the goals and the outcomes for teaching and learning through service experiences. Finally, the chapter explores student opinions on mandatory versus voluntary service in schools.

Service as Part of a School's Culture

Service is an integral part of Christian Academy's and Elite Academy's cultures. The term culture implies that service is a part of the schools' values, events, and practices (Bolman & Deal, 1991, p. 250). The schools' commitments to service are reflected in their missions, students' involvement in service, the promotion of citizenship, and the accessibility to service.

Extension of the Mission

Mission statements stress the academics and activities to develop students who are able to succeed in their education, their community, and their work. Students, alumni, and faculty view service as an extension of their schools' missions. For example, Elite Academy students and alumni believe that their school's commitment to Community Service Day is directly related to the mission's emphasis upon respect for diversity.

Alumna Liza explained that the academy was "concerned with exposing sheltered kids to responsibilities in the real world." By working within their community, students prepare for meeting their adult roles, including service to maintain their community. Discussions with Elite Academy and Christian Academy faculty who serve as sponsors for community service activities focused on the development of responsibility as an integral part of their missions. For these faculty members, community service promoted responsibility to self and to community. Elite Academy faculty member Mrs. Apple, sponsor of the Community Service Club, commented on the school's mission and service: "Service develops a sense of responsibility within students in making life decisions and developing skills that will assist them throughout their lives." Mrs. Apple believes that service experiences reinforce the concept of responsibility to others which is inherent to Elite Academy's mission. For Christian Academy, an emphasis on Christian values supports the school's commitment to service. Mrs. Smith, sponsor of the National Honor Society, associated service with the mission as a way "to educate our students in many different areas . . . to create a well-rounded, spiritual child." Service opportunities allow Christian Academy to share their community's needs with students. Furthermore, through service, Christian

Academy emphasizes the Christian's responsibility to society. Coach Davis, sponsor of the Fellowship of Christian Athletes, credited his school with stressing responsibility through leadership: "We [Christian Academy] help children grow. [We] give them opportunities for leadership, student government, and service clubs to instill certain values and to help communicate these values to the next generation." Through leadership of service events in Student Council and service clubs, students are accepting responsibility to their community. These examples suggest that Elite Academy and Christian Academy include service as a means to fulfill their schools' missions, especially in relation to responsibility to the community.

Student Involvement

The inclusion of service in the cultures of both schools is primarily due to the students' involvement in community service. This involvement includes planning and participating in service projects. Students, alumni, and faculty spoke about the organization of community service projects by students. For Elite Academy, part of the school's philosophy involves placing students in roles of responsibility. Therefore, students serve as the key organizers for service projects, including Community Service Day. Students appreciate the impact which their peers make by organizing service projects and believe their participation increases student support of service. Christian Academy's constituents also supported the importance of the student voice in service. For example, Christian Academy alumnus Jerry thought that the Student Council's promotion of the Canned Food Drive made the drive important to other students. Christian Academy faculty member and Student Council sponsor Mrs. Nettle agreed and credited the success of the

Canned Food Drive to “the fact that the kids owned it.” Student ownership of a service project implies that the project is a part of the school’s culture because it is a role which students accept and promote. Students and alumni from both schools further credited students with making service interesting by adding options and a variety of hands-on activities, details which attracted the attention of other students.

Promoting Citizenship

In discussing the role of schools in teaching citizenship, all faculty agreed that the foundation of citizenship comes from the home with reinforcement through the school. The school teaches responsibilities to the community, including service. Faculty consider service experiences to be a means for building the foundation for an involved citizen. Christian Academy faculty member Mrs. Smith provided an effective example on the relationship between citizenship and service: “A good citizen will serve. We teach you to serve your country and to build service in other areas.” Some teachers incorporate lessons of citizenship through opportunities in classes and through activities, including service. According to Mrs. Roberts, dean of students, Elite Academy is working to distinguish its service activities as “service learning” through workshops and incorporation into classes. Service learning suggests that service has the goal of learning through action and is a probable reason for the school’s incorporation of a required Community Service Day. Presently, Elite Academy’s Psychology and Philosophy courses are examples of courses including a service project for discussion topics, such as the psychological benefits and the philosophical meaning of service.

Although Christian Academy does not require service, the faculty observed students learning through service events and through extracurricular service projects sponsored by school clubs. Mrs. Nettle, Student Council sponsor, believes that service begins by seeing and doing service for one another within the school. Faculty member Mrs. Bucket, who sponsors the school's Junior Civitans service club, found that the school environment and the service projects "encourage service and citizenship to continue in life and to be examples to others." These opinions suggest that Christian Academy models service to others and expects students to participate in community service activities. In both schools, students participate in service through their courses and through extracurricular activities.

Accessibility

Students and alumni credited their schools with making service accessible by providing assistance with organization. Elite Academy seniors recalled how the school acted as a facilitator in organizing details for service projects. For example, alumna Julianne remembered how the school secretary delivered messages from organizations wanting the help of the Community Service Club. Students and alumni from both schools also described faculty as encouraging and motivating them in their service efforts. Elite Academy alumni remembered a former high school head's dedication to service.

Alumna Julianne explained:

The former head of the high school was eager and proactive in terms of promoting us as human beings. He felt that in high school, we were expected to be respectful of our teachers and to each other, to study and do school work, to explore what made us different within the relatively safe environment of our small private high

school, to act within the bounds of good judgment for ourselves and for other students, and to accept people at school and elsewhere for what they were.

This example exhibits how the encouragement and assistance of faculty offers guidance to students. Several students commented that faculty held expectations to teach responsibility through activities like service. This perception correlates to the faculty comments on their responsibility to the missions of the schools in developing responsible adults. In their discussion of the role of the school in service experiences, Christian Academy faculty members remarked that the school helps to set goals for projects, such as a dollar figure for money raised in the Hoops for Heart event or the number of cans to raise for the Food Bank. Setting goals may help students to organize their efforts and to have a sense of completion or success for certain service projects. Faculty also help students to deliberate and to understand the characteristics of service.

Goals for Teaching and Learning

Faculty, students, and representatives of organizations expressed their opinions on the goals for teaching and for learning through service experiences. Each group discussed the goals related to the community and to the individual student through service.

Faculty on the Goals of Learning

Faculty focused on teaching responsibility to the community and on the personal growth of students. For both faculties, the main point for service experiences is to teach responsibility. Responsibility held various contexts for faculty members. Foremost, faculty hoped students learned responsibility to the community as part of their citizenship training. Elite Academy college counselor Mrs. Lee described the purpose of service as

one "to teach children the responsibility of reaching beyond their problems to help the community." It is important for students to actually experience their community.

Christian faculty member Mrs. Smith elaborated upon the responsibility which service teaches students: "They learn respect for someone who is different, and they learn the joy of service, and they learn that it [community service] is their responsibility." Christian Academy Key Club co-sponsor Mrs. Monroe agreed by defining teaching responsibility to others as the primary goal for service learning. In this process of developing responsibility, faculty believe that students also learned more about themselves and their roles in the community. Christian Academy's Mrs. Monroe explained: "Service teaches students to think about others and helps them to see how other people live, act, what they really believe, and who they are." Throughout their education, it is important for students to be able to define their belief system from experiences within their community, including community service. According to teachers, personal growth included the development of social skills. One of the social skills learned through service is the concept of working with others. Christian Academy Key Club co-sponsor Mrs. Peanut stated that service makes students learn "to get along with one another, and they learn about other people." Therefore, in the process of service, students utilize the social skills of interaction and of cooperative learning by working with their peers and community members. Some faculty members expressed excitement about the development of self-esteem and self-confidence in students through their service, especially for those who did not participate in other extracurricular activities. Elite Academy principal Mrs. Osborne explained the personal effects of service upon students: "I think it [service] also helps the kids develop

self-esteem. I believe it helps kids look at their own lives and evaluate their lives in a different way. It offers kids opportunities for leadership and develops their personal skills.”

Elite Academy and Christian Academy offer a variety of service experiences through courses and activities. For example, Elite Academy English teacher and Community Service Club sponsor Mrs. Apple teaches a unit on prejudice and discrimination in American Literature. As part of the unit, students perform community service. Mrs. Apple described her reasoning for including community service in the unit:

Continually, the students say at first, “I don’t want to do it,” but they go and work and learn. They really do gain a lot of information about those people and themselves. They learn about their own prejudices, responsibilities, et cetera. I encourage them to choose a difficult place. I had students’ journals who write phenomenal things about the impact and continue that type of work.

This example highlights the use of reflection through journal writing as a way for students to analyze and to review their service experiences. Elite Academy has further plans to incorporate reflection into its service projects, including Community Service Day. Mrs. Roberts explained that the faculty is working “to build in a time for reflection by students and to debrief students. Reflections on what they have done builds bridges and helps the children to review what they got out of the experience.” When students have the opportunity to discuss or to write about their service experiences, they discover many characteristics of service. For example, Christian Academy’s Coach Davis explained how students analyze the costs of service from their service experiences: “We are teaching the costs of service—planning, recruiting, resource, time allotment, and discipline. Service has given the opportunity to develop leadership skills and to create awareness and

alertness.” While faculty goals were clearly concerned with the development of their students’ abilities to relate to their community, students held other opinions.

Students on the Goals of Learning

In reflecting upon their schools’ goals for learning, students placed more emphasis than faculty upon their personal gains but also had other insights. Most students set the goal of service experiences as learning about yourself. For Christian Academy student Katherine, service gave students the opportunity to “learn who you are and how you can use what you have.” In learning more about themselves, students expressed what they were learning about their capabilities and about their lifestyles in comparisons to others. Christian Academy senior Woodrow explained that he “didn’t really know how lucky I was until I got more involved [in service].” Elite Academy freshman Kris remarked on the goal of service as learning “how fortunate you are and how deserving others are.” By serving their community, students were able to compare their lives to others and to identify the abilities and reasons for serving.

Other students found the goal of service to be the establishment of a foundation for service within their lives. Elite Academy junior Mark stated this goal simply as teaching students “to become a volunteer and to do it [service] more often.” Christian Academy sophomore Bailey linked the foundation of service learning goals to “planting a seed for you to grow-up to be more responsible and more involved” in the community. Students are aware of their society’s dependence upon them to meet their community roles. Emily, a Christian Academy sophomore, explained the reason for providing a foundation in service: “We are the future, and if we don’t get more involved, then we

won't do it when we're older." Through service, students begin to accept their future responsibilities.

Students learned and practiced social skills during their community service experiences. For students, interaction was the primary social skill learned through community service. Christian Academy sophomore Jason found service as a way to teach "teamwork" among members of the student body by working together on a community service project. For Jason, working as a team helped students learn "to relate to others." Cooperative learning stresses the interdependence among community members. Students believe the benefits of their social skills will be an asset for future relations. These benefits included not only learning how to work with others but also how to relate to others. For others, communication was the most valuable social skill developed through service. The communication between one another, with service organizations, and with those served helps students to utilize various levels of interaction. Moreover, through interaction, students have the opportunity to learn about their community by talking with others about their lifestyles and experiences. Through a realistic perspective of their community, the students found that service reinforced their need for responsibility to their community by identifying those who needed assistance. Students from Christian Academy connected the goal of community service to their Christian development. Freshman Morgan found service as a motivation for being a better Christian according to the following tradition: "Do unto others as you would have them do unto you." Junior Hayley saw service as the schools' means to teach a student "how to be a better person and to give of yourself and what you have to do as a citizen and as a Christian." These

examples illustrate how students prioritize the goals of learning with an emphasis upon how service affected them as learners by preparing for a future of service. Their present and future service offer probable benefits for several community organizations.

Organization Representatives on the Goals for Learning

The representatives of organizations which utilize the services of Elite Academy and Christian Academy students value the learning which occurs through service. These representatives work with student volunteers to promote service for their organizations which include the following services: the Angel Program, collecting Christmas gifts for persons in need; the School for the Disabled, providing public education for severely handicapped children; Caring for the Community, a support organization for AIDS; Food Bank, collecting and distributing food to the hungry; Friends of the Park, overseeing the environmental needs for local parks; the Innkeeper Program, assisting the homeless; the Mission Project, providing for the homeless; PULSE, coordinating service opportunities for youth in the city; and the Red Cross, serving those in need throughout the world. Through their work with volunteers, these organization representatives know these students learn from serving.

All representatives cited community service as a way to teach students about their responsibility as citizens and to form a foundation for service. Red Cross representative Brian credited service with the development of students "into [a] community conscious adult." This view reinforces the goals of learning identified by faculty and students. Friends of the Park's Corrie discussed why schools use service as a teaching method: "The schools are helping to provide opportunities so that students can become

well-rounded and educated citizens with a real world experience.” This opinion corresponds to the students’ expectation for service to raise their awareness of needs. Rachel from the Food Bank explained the positive effect on students as citizens in the community and in the world: “[Through service], students have a better outlook on things, a more open mind, and are more conscious of the world around them and what they can do to improve it.” It is important for students to not only be aware of needs but to also be open to meeting needs. According to Innkeeper Program representative Leah, these experiences produced a foundation of service for students: “Service plants a seed. Somewhere in their life, they will go back to that.” These examples highlight the value of experiential learning for children.

By experiencing their community, students also learn about its members. PULSE representative Terri explained the effects of service upon students: “They learn what other parts of the community look like and learn a little about others’ struggles. Service has the ability to help them become more responsible and involved citizens.” Through service, students explore areas and persons in their community whom they may not encounter regularly. Mr. Johnson, principal of the School for the Disabled, shared his perspective: “They [students who are serving] gain an insight into students with severe and profound disabilities as well as gain an appreciation for the talents and abilities they possess.” Learning about others not only makes students more aware of others but also more appreciative of others’ struggles and their accomplishments. These examples highlight what students learn about serving their community and about its members, but students also learn ways to improve themselves.

Service provides opportunities to educate students about challenges and problems which affect the community and may affect individual students. Through service, students receive education on issues. Food Bank representative Rachel explained that students learn about hunger and its effect upon the community by contributing food and time to the Food Bank. According to Caring for the Community representative Aaron, students have the opportunity to learn about HIV, AIDS, the causes of AIDS, and how to protect themselves through service to this organization. It is Aaron's hope that students take what they have learned and tell others. Through their service, these representatives believe that students also experience personal growth. PULSE representative Terri enjoyed her work with teenagers "because they always become more self-confident as a result of their successes" in completing a service project. For Mr. Johnson of the School for the Disabled, service helped to develop "empathy and understanding for others who may be different." It is important for students to find their roles in society and to make a contribution. Moreover, according to Innkeeper Program representative Leah, students have an opportunity to develop tolerance and to learn about diversity in service. Students also exercise their skills in service or learn new ones. Friends of the Park representative Corrie and PULSE representative Terri spoke about the manual labor skills which many learn to perform service, such as how to identify exotic plants for removal and how to paint. With these skills, students may find themselves prepared for another service project. For representatives of organizations served by students, service experiences within school promote citizenship and education about the community and for personal growth of students.

Mandatory or Voluntary Service

Mandatory or voluntary community service is an issue of debate related to service experiences in the high school setting (Boyer, 1983; Harrison, 1987; Schine, 1997; Teir & Goldsmith, 1995). In this study, I asked all students and alumni for their views on whether community service in high school should be mandatory or voluntary. Sixty of these participants responded to the question and the breakdown was interesting. A total of 21 participants were for mandatory service, and a total of 22 participants were for voluntary service. The other 17 respondents were undecided but had opinions on the value of both mandatory and voluntary service programs. Their reasons for and against required community service consider the effects upon persons serving and upon those persons receiving service.

Mandatory

The group which spoke on the behalf of mandatory community service in high schools had various reasons for its support. Some viewed exposure to service as a good motivation to serve. Others felt that students would not serve without a requirement. Some respondents even related required service as an incentive for later service. Although all supporters found service to somehow benefit the individual serving, Christian Academy alumni were the most supportive of a community service requirement.

The dominant reason given by participants for their support of mandatory community service involved motivation and exposure to service. Elite Academy senior Grace explained her view with the example of her 1 day service experiences: "I think what we have should be mandatory, 1 day things. Some people do not like it, and if you are made

to do something you do not like, you won't get anything out of it." Alumna Julianne expanded upon Grace's point:

I think it would be appropriate to require at least 1 day of community service per semester to emphasize that it is something people should think about. If the school takes it upon itself to teach other values to students, it should also consider teaching community service as a habit and as a valuable part of a normal life.

For these alumni, a 1 day exposure to service could motivate some students and at least give those who are not active in service exposure to service. Experience in community service may inspire students to continue service to an organization. Many Elite Academy students supported 1 day experiences with options like Community Service Day as a way to give some choice for students' interests. Elite Academy senior Don elaborated upon the effects of a service experience:

If a couple [of students] enjoy it, they will probably do it again. For example, there are a couple of people in this school who don't enjoy community service but do the work nonetheless. I think that maybe inside they feel good, and they still got to do something for the community.

This point expresses that contributions through work are the most important aspect of service experiences, not entertainment. Some alumni suggested the incorporation of service in the curriculum for a structured requirement. These examples illustrate how service may encourage future involvement. While these participants wanted exposure to service, others supported the need for more service experiences.

A few participants exhibited strong support for community service as a way to get students involved in their community. Elite Academy junior Mark found a service requirement a necessity for student participation: "To get students involved, you've got to make it mandatory. They'll see other people in worse situations, and they won't take life

for granted.” Service experiences offer a view into the conditions of the community, making students more aware of needs in contrast to their comfort. Christian Academy senior Julie also favored mandatory service for its possible effects on students. She argued that service “should be mandatory because there’s nothing negative about it. You never come back with a negative attitude or experience. It helps people mature.” Others supported a mandatory requirement because students need exposure to service to understand how it benefits the community and those serving.

Some student participants expressed their support of mandatory service for its possible effects on the future roles of students. For example, Christian Academy alumna Mabel commented on her service experiences and found that service “prepares you for your future and allows you to see more than your everyday life.” Others agreed that service should have been a requirement throughout school for students to explore the needs of their community. Most responses suggested that service in youth may encourage service as adults. For example, Christian Academy alumna Jane felt strongly about a service requirement for students to learn ways to help their community because she found that “those who don’t get involved [in service] are normally lazy.” Through mandatory service, students have the opportunity to begin service without any excuses. Others valued service because college and scholarship applications asked for a listing and an explanation of community service activities. It seems plausible that a college preparatory school would be interested in the school activities reviewed by college admissions committees. Some Christian Academy alumni felt that a service requirement should be in their school’s policy. Christian Academy alumnus Marlin supported not only adding a

service requirement to the school's policy but also doing service within the school, such as cleaning the school building. He explained that disrespect for the school often led to disrespect for other parts of one's community. Finally, several Elite Academy seniors cited the benefits of learning time management through balancing school and community activities. Although the participants supporting required community service offered compelling reasons, others believe that a voluntary service offers more meaningful experiences.

Voluntary

Proponents of voluntary service voiced concerns about the effectiveness of mandatory service. In their views, service should be encouraged but not forced to serve. They wanted service to be meaningful to the participants. Moreover, they combined the desire to serve and the motivation to do good work with the meaning of service. In this section, students and alumni stress their reasons for service to remain voluntary in the high school setting.

Many participants did not support required service in the school setting, but they did approve of promoting service to students. They suggested the strong encouragement by schools for community service by students. Elite Academy freshman Elaine explained the school's mission and how its members "should foster love for service." Students in both schools believe that their school's emphasis on service encourages the involvement of students. Other participants discussed the need for a somewhat stronger push towards service. For example, Elite Academy alumnus Carson expressed his opinion: "There should be a great deal of pressure to try and instill a sense of duty that will create

volunteers.” According to Carson, community service experiences offer a “pressure point” for students to serve. Others wanted an emphasis on service through classes to signal their school’s belief in service to its students. In addition to the school’s encouragement, participants discussed the needs for projects to be meaningful to students.

Students expressed that service projects are more meaningful when a student chooses to participate. Many believe that a personal feeling accompanies the desire to serve. Christian Academy senior Ethan called service “something people need to be felt led to do, instead of forced to do.” His peer Josiah agreed and explained his views on the power of choice: “When you choose to serve, then you are already putting something into it.” Many students and alumni professed the need for one’s “heart” to be a part of service. Christian Academy junior Katherine related the heart’s connection to service: “Service is something you do out of the goodness of your heart. Your heart always means more than something you were told to do.” For these students, the element of choice made service more meaningful to them personally. Others had more practical explanations for voluntary service in relation to its meaning. For Elite Academy alumna Kate, service should not be mandatory because “students aren’t mature enough to handle themselves if they don’t want to be there.” Even with maturity, participants stressed the necessity for variety in order for students to enjoy their service experience and to make it meaningful to them. In essence, students should want to perform service.

According to students, if they did not want to be a participant in a service project, people knew. Several Christian Academy seniors explained that in any required service situation, some students do not care about the project as much as other students do. Evidently, students view those who did not care as persons unable to serve. Students said

that “complaining” by students could ruin a service project. For example, Christian Academy freshman Mary Catherine worried about the effects on others: “Some people will go out of their way to make it hard for other people.” The negative attitudes of some students might affect the outcomes of a service project. Christian Academy senior Cara added another interesting opinion that service “might touch too close to home” for some students whose families are experiencing financial difficulties. Because these schools offer financial aid, this point is worthy of consideration when planning service projects for families in the community. For these students, if a person is not a willing servant, he or she will not make a contribution through community service. In order to be effective in a service project, students should not only perform work but also complete their work.

Some students and alumni expressed the opinion that only volunteer community service would result in quality work. Several students noted that some would be “lazy” in their approach to the work. Elite Academy senior Bo spoke about the problem with demanding service: “You can demand someone to be somewhere, but you cannot demand that they actually help. One good volunteer is better than 20 non-participating, forced people.” Christian Academy senior Josiah compared forcing service to forcing prayer in school: “If people are forced to pray, are they really praying? When you choose to serve, you are putting something into it.” According to these students, those who are not interested should not even attempt service. Elite Academy junior Reggie described the ideal volunteer for a service project: “If it [service project] were optional, you would get the workers, the movers and shakers.” According to these students, a service requirement can not change a person’s attitude towards service or force them to participate. Both

sides in the mandatory and voluntary debate made valid points, but many students and alumni could not choose the most effective method.

Undecided

Several students and alumni do not hold a definite opinion on whether service should be mandatory or voluntary. They supported good points to the argument for either approach. Reasons for supporting both sides to the issue include exposure to service, choice in service, and the accomplishments possible through service.

For the majority of the 17 students and alumni who agreed with arguments for both mandatory and voluntary service, the most important aspect was exposure to service. Elite Academy sophomore Lacy described the dilemma: "There is a special spirit to community service that you have. However, if it's voluntary, some won't get out and do it if they don't have to. People may want to do it again if they do." For these reasons, many Elite Academy students and alumni approved of their school's required Community Service Day. For example, Elite Academy alumnus Tad hoped that through exposure to community service, students would "grow comfortable with it [community service] and possibly develop an appreciation for it." Christian Academy juniors agreed that the expectation of exposure to service is to make a lasting impression upon the student about the importance of service. According to Christian Academy junior Lori, the hope is "that a person would enjoy it and go back . . . maybe might even get involved for longer." However, even with the hopes of exposure to service, others described the need to choose service. Elite Academy alumni emphasized the need for choice in service. Margaret explained the value of choice: "It [community service] should be presented as an exciting

and attractive opportunity, option, privilege.” Seniors agreed that “enthusiasm” promoted service, either mandatory or voluntary. However, excitement over service may not deny the element of force in mandatory service.

Can students be forced to perform service? According to seniors at Elite Academy and Christian Academy, students may be required to be a part of a service project, but they may not be productive. Christian Academy senior Glen described the frustration: “It would be great if it [community service] were mandatory, but you can’t force anybody to do something they do not want to do or to do something they don’t think needs to be done.” For example, a student may choose to go but not to participate or may be absent from school in order to avoid forced work. Also, Elite Academy seniors added that even if a person is made to serve, you can never make a person care, a primary reason for a school to support service. Nevertheless, some students need service for their own development.

In general, the focus of community service is to meet the needs of the community and its members. Moreover, in the process of service, those serving may meet personal needs as well. Some participants suggested that students need service in their lives. For Elite Academy senior Stacy, voluntary service “makes it too easy for people who do not do anything” to continue in their pattern of being a non-participant in society. Others expressed their opinions that those who do not volunteer are the ones who usually need to give. Some even thought that service would assist in handling discipline problems by giving students a job to complete. Many students worried that students could lose focus for a service project. Christian Academy sophomore Jason explained the differences in

these projects: "If it [community service] requires politeness, extra effort, love, emotion, caring, or anything more than simple labor, it should be voluntary to ensure the job is completed in an effective way." He thought that projects without direct interaction with those served could be required. Others had concerns that with only voluntary service, a project might not have an ample number of persons to complete the work. For these participants, community service may help to develop a caring person who is an effective community member through service.

Summary

This chapter reviews the incorporation of service into the schools' cultures through missions and student involvement, citizenship development, and accessibility. For the missions of the schools, service experiences correlate to the social development of students. Service emerges from the culture through student involvement in service and their citizenship training. Schools make service accessible to students through school-sponsored events and activities. In a review of the goals for teaching and learning, faculty and students appear to view the effects as student-centered. The groups agree that service helps students to examine their beliefs, enhance social skills, and practice responsibility to the community. According to representatives of service organizations, learning about the community is the primary lesson of service with the areas of personal growth as secondary. From this analysis, service is a component of these schools for academic and social growth in students. Students and alumni are divided on the issue of whether service should be a mandatory or a voluntary part of their schools' activities and curriculum. Their views suggest that this issue will continue to be debated with supporting

evidence for both approaches. Chapter VII evaluates the community service experiences within these schools in relation to service learning and assesses the value of these programs.

CHAPTER VII

AN EVALUATION OF COMMUNITY SERVICE AND SERVICE LEARNING

This chapter evaluates, assesses, and analyzes the community service experiences at Elite Academy and Christian Academy as service learning through comparisons with research. First, the chapter assesses the level and depth of engagement of students and evaluates the consequences and differential impact of community service. Next, the chapter analyzes the service learning characteristics of these community service experiences and the elements which work to make the experiences meaningful to students, their schools, and their community. The chapter also explores how students would design and organize community service in their schools. Finally, the chapter raises questions and discussion for future research on community service in private high schools.

An Analysis of the School Influence

Elite Academy and Christian Academy offer community service with various levels of focus. Although Elite Academy devotes more instructional time to service than Christian Academy, both schools make an effort to involve their student bodies in service experiences. School clubs provide more service experiences than other school activities. This section analyzes the service experiences offered by these schools and draws conclusions about and suggestions for service experiences within these schools.

Curriculum

Elite Academy requires a Community Service Day in the fall for each high school student. Through this required day of service, students have the opportunity to complete 28 hours of service to their community during their high school years without sacrificing their personal time. Devoting a day per year is an effective way to expose students to service and to communicate the school's view on the value of service. Although many students and alumni wanted more ongoing service experiences, the choices presently offered to students and the school's commitment to a day of service per year provide a level of engagement which is acceptable. Perhaps adding an additional afternoon of service 2 to 3 days per year at the same sites would add more depth and consistency to the students' service experiences. It is interesting to note that with this approach, Elite Academy would be close to meeting the required 30 to 40 hours of community service required by some public school systems for graduation (Boyer, 1983; Harrison, 1987). Community Service Day provides exposure to service opportunities and learning experiences for students by placing students in actual positions of service. Furthermore, the curriculum of Elite Academy offers an emphasis on service through elective choices.

For students at Elite Academy who are interested in learning more about service than its relation to civic responsibility from the required courses of American History and Government, the school offers electives with a service emphasis. The primary elective course for students wanting an actual service experience is the Social Service course. This course exhibits Elite Academy's strong commitment to the value of community service because students have the option to make service a part of their academic studies.

For the students who select Social Service as a course, the level or depth of engagement in service increases significantly. These students are working in service on an almost daily basis for a school year, giving them opportunity to learn about the needs of a specific cause or organization and to see the effects of their efforts. Students may also evaluate their personal role as a community servant. In the select Peer Educator Assistants course, students learn counseling methods for service to other students. This course exhibits the school's dedication to meeting the needs of its students and the commitment of students to one another. This program is an innovative and effective way to utilize service by students within the school. The curriculum also features elective courses in Social Conscience and Comparative Religions. Through these courses, there is again an emphasis on service because students explore their civic roles in society and their system of beliefs to compare and contrast with the larger society. These types of studies help students to gain a clearer perception of their community and their responsibility to the maintain the common welfare. Students also learn respect for their diverse community. In the study, students and alumni attributed these courses as helping to make them more aware of the community, its various cultures, and their commitments to the community. These Elite Academy courses enhance the required Community Service Day by promoting actual service experiences and/or discussion about the community, its needs, and the role of the individual community member.

Although Christian Academy students did mention courses which taught them about the role of service for citizens, their curriculum did not offer actual service experiences or topics as likely to promote discussion about the community, its needs, and the

role of community service. Through Senior Project, some students select a topic on a service organization, but the curriculum does not stress community service as an academic credit. Because Christian Academy does not offer community service or analysis of the concepts of service as electives in its curriculum and does not require any service to the community, Elite Academy provides a more direct and dedicated approach to including community service in its curriculum.

School Activities and Clubs

Both schools do effectively encourage community service through school events and extracurricular activities through clubs. However, the schools do not utilize these service experiences as periods of education or to offer extended opportunities to students. Elite Academy and Christian Academy depend upon their Student Councils to promote school-wide service events. Elite Academy's Dance for Life to benefit AIDS research and Christian Academy's Canned Food Drive and Gifts for Santa assembly relate the success of the Student Councils in opening service experiences to students. Moreover, because these events are annual, students have the opportunity to continue service to specific causes throughout high school. These events connect students to organizations in the community for which they may volunteer through other school activities or through their personal time. With the Gifts for Santa assembly, students even have hands-on experiences with the children when they give gifts to the day care students. The Dance for Life is a way for students to make donations while having fun, but more education about AIDS in conjunction with the event would offer students education about the disease and opportunities to volunteer for AIDS organizations. For Christian Academy's

Canned Food Drive, the students are learning about the volume of food needed to help the center, but again education about hunger and actual assistance at the Food Bank could help to make the experience more meaningful to students and make them more aware of the hunger problem within the community. These examples highlight important educational opportunities which these schools are presently ignoring.

In addition to the Student Council's sponsorship of school-wide events, clubs at both schools also invite participation by the student body in service projects. Elite Academy's Community Service Club sponsors Alternative Spring Break for any interested students. This experience offers full engagement in service, and students are able to see their results after a week of work. However, it would be interesting for the club to also sponsor a week of service within the school's city for students who want to serve their communities. The Christian Academy Key Club sponsors Hoops for Heart and encourages all students to donate funds to attend the faculty-student basketball games. The Key Club includes a representative from the American Heart Association in the activities to explain how their donations will help to treat heart disease. Again, it might be helpful for students to have some education about heart disease prior to launching the event and to promote further service to the organization. These examples illustrate missed opportunities to encourage broader participation in community service for organizations. Club members also perform other community service throughout the school year.

Elite Academy and Christian Academy have numerous school clubs which promote community service as an extracurricular activity. As the literature suggests,

these schools offer their primary community service through clubs (Harrison, 1987; Parsons, 1996; Youniss & Yates, 1997). Elite Academy's school clubs are formed based upon the interests of students. Some clubs are more active in service than others because of their members' commitments to service. As the school's most active and focused service club, the Community Service Club works with planning Alternative Spring Break, a weekly tutoring program, and holiday projects and special needs projects for the Refugee Center and for a local day care center. In observations of the tutoring program, the work of the club volunteers is impressive, especially their weekly commitment and their relationships with the students. This ongoing community service project gives students the opportunity to make a commitment to a service activity. Moreover, the projects to help the Refugee Center and day care center forge a lasting connection between the club members and the community. Ongoing service experiences offer students the opportunity to see benefits of their service, to establish personal relationships, and to provide more assistance for an organization. The Community Service Club also has the reputation of meeting requests for service throughout the community. The Women's Issues Club is another club providing service within the school with its open monthly meetings on issues of interest to women. The club's willingness to include others in their meetings and how the focus of a meeting could meet a need for a student makes the service active. The final service club is the Environmental Club which did not perform service projects during the 1997-1998 school year due to lack of interest and time of the busy student members. Elite Academy's Community Service Club offers a solid example of how a school club serves the community with ongoing projects and

committed volunteers. However, the Women's Issues Club and the Environmental Club are examples of clubs which are not reaching out to meet community needs and require more focus.

For Christian Academy, the clubs which promote service are affiliated with national service organizations already stressing active service within the community. The school's commitment to these types of clubs helps students to see how they can continue service as adults. The most active service club is the Key Club which works throughout the year in service to the school and to the community. This balance of activities and the club's ongoing service to the Innkeeper Program by cooking meals during the winter months is worthy for its commitment to continued service. Moreover, work with the Innkeeper Program gives students several opportunities to learn or to exercise cooking skills, to interact with members of the community, and to learn about homelessness. The service opportunities of this club also make students eligible for Kiwanis scholarships for college based upon their community service. Therefore, the Key Club models the community service of its national sponsor, the Kiwanis Club, and benefits its community with ongoing service and its members with rewards of social skills and possible scholarships for college. Other service clubs were not as active as the Key Club, including the Interact Club, the Junior Civitans, and the Junior Women's Club. Neither the Interact Club or the Junior Women's Club had a sponsor during this study. Because the Junior Civitans had not been active within the school, a member of the school's faculty should contact the Civitans to request service projects or to join their projects. Otherwise, the club should disband as it is not productive. The National Honor Society provides another example of a club with an ongoing service project. Students assist the School for the

Disabled twice a year. From the study, these service experiences were consistently remembered as the most meaningful ones. Through this service, the club also meets its commitment to have members who are involved in community service. In an observance of the work of the National Honor Society students with Special Olympics, I watched students working with challenged youngsters and overcoming their own inhibitions in being around these types of children. Through this event, students witnessed their community's commitment to Special Olympics by working with corporate sponsors, professional football players, and other schools as volunteers. This club's activities build consistent service experiences for students and promote the club's dedication to community service. The Fellowship of Christian Athlete's annual Christmas trip to deliver food and other goods to a rural community allows any student to participate by making a donation or by helping to deliver the collection of goods. This annual event comes at an appropriate time of the year for students to participate and to remember others, especially with the Christian emphasis upon Christmas. However, the club does not consistently promote other community service to the local community and may want to expand its service commitment. These examples provide an overview of the levels of service within school clubs by evaluating the service experiences and the results.

These clubs provide examples of the various levels for service within the schools. A student may select a 1 day event, an annual event, or an ongoing event within clubs for community service. The clubs are committed on various levels, and the schools need to review the service components for each club to ascertain their involvement in community

service. If the involvement does not meet the school's expectations for service, inactive clubs should be disbanded or refocused due to their lack of service.

Consequences and Differential Impact

The community service performed by students in this study affected those served, the students, their schools, and their community. In some service experiences, students were able to make more significant contributions than in others. Community service also had various effects upon those performing and receiving service. Therefore, service experiences had both consequences and differential impact on the community.

Effects on Those Served

In the study, many students were not certain if they helped others. This uncertainty is likely due to the brevity of many of the community service projects as 1 day events. Another reason for this opinion is the lack of personal interaction between students and those being served in many projects, such as Elite Academy's Dance for Life and Christian Academy's Canned Food Drive. When they interacted with the community, students translated smiles and expressions of appreciation as assurances that they had helped. Although several organizations' representatives confirmed how helpful students had been in their service, these representatives may never have expressed their thoughts and appreciation to students at the conclusion of a project. It is not surprising that the students who had ongoing service experiences expressed more concrete examples of how they helped their community because they saw progression in their work and in their relationships with the community. For example, in Elite Academy's tutoring

program by the Community Service Club, students worked weekly with the same students to complete homework and to develop study skills. The schools need to make stronger efforts in establishing these types of ongoing relationships with those being served. Schools could invite organization representatives and even people whom they have served to visit the school and to talk with students about how their service met a need. According to the literature on community service, students need interaction with the larger community and need to know how they can contribute (Kerr, 1997; Kinsley & McPherson, 1995; Mehlinger, 1997). Moreover, establishing ongoing relationships will help to create more lasting bonds between students and their community (Fenstermacher, 1997). Those served deserve to have the opportunity to interact with the students serving because community service stresses interdependence among community members. In this study on service, participants placed more emphasis on the effects on the students serving than upon those whom the students served.

Effects on Students

According to this study, the primary effects of community service upon students are their feelings of making a difference in their community and personal growth. Students and alumni credited community service with helping them to learn how to contribute to their community, linking the study to research on awareness of needs (Briscoe, 1991; Harrison, 1987; Israel et al., 1993; Kinsley & McPherson, 1995). The schools' service activities focused on actual needs in the community which students could succeed in meeting. Through these community service experiences, students learned how to utilize their time, money, and skills in making a contribution to their community. For

example, some students used skills learned in school, such as communication and even the language of Spanish, in their service. Others helped to organize service and to influence students to participate by orchestrating their leadership skills. By addressing their community's needs with their various talents, skills, and leadership, these students made a difference not only in their communities but also in themselves. Student organization of community service projects required the use of higher-order thinking skills, such as critical thinking and problem-solving. The use of these higher-order thinking skills corresponds to the research on the cognitive benefits of service (Boyte, 1991; Budin, 1993; Conrad & Hedin, 1997; Kahne & Westheimer, 1996; Reeder, 1995; Toole & Toole, 1995; Ward, 1997). Through interaction with other members of the community, students exercised their communication skills by forming partnerships with one another and with the community. Students also applied cooperative work skills. Communication skills are also listed as possible effects of service from the literature (Bender & Brown, 1995; Budin, 1993; Buswell et al., 1982; Conrad & Hedin, 1997; Evers, 1987; Junior League of the City of New York, Inc. et al., 1993; Kinsley & McPherson, 1995; Morris, 1992). By working within their community, students were able to better understand and to define their roles as citizens than with only classroom instruction through American History and Government. These students used their time to make positive differences in their community and for their futures. According to students and alumni in this study and through other research, community service adds to a student's resume for college applications, a personal benefit for performing service (Harrison, 1987). When making a difference in their communities, these students experienced personal changes.

Throughout this study, students and alumni examined their personal growth from service, and faculty and organization representatives verified the effects. The feelings of accomplishment and the growth of self-esteem mentioned by the participants corresponds to the possible affective benefits from literature on high school community service (Budin, 1993; Constitutional Rights Foundation & Los Angeles Unified School District, 1990; Evers, 1987; Kinsley & McPherson, 1995; Morris, 1992; Sauerwein, 1996). For these study participants, community service through their schools definitely helped them to grow in their confidence to make contributions to their community and in their sense of personal worth. Furthermore, community service by students brought positive recognition to their schools.

Effects on Schools

Community service by students continues to make Elite Academy and Christian Academy more visible to their communities. As a private school educator, I believe that service by students makes the community more aware of a school's commitment to its community. Because private schools are often perceived as elite institutions, their students' involvement in school-sponsored community service can only help with the public relations for the school. Moreover, community service exhibits the diverse community to the select private school student body. Several studies view community service as a means to teach students about diversity in their society (Bellah et al., 1985; Darling-Hammond, 1997; Evers, 1987; Ward, 1997). By serving the community, the select private school student body has the opportunity to learn about the larger community while giving the community a view of their school's members and mission to service. In

service to the community, the schools in the study gained reputations for teaching responsibility to the community and for assisting the community. Representatives from various organizations confirmed the help which students provided from clearing nature trails to sorting canned foods and relating to disabled children. These types of experiences build a foundation of service in students. However, both schools could do a better job with educating students prior to a service experience and with follow-up service and/or discussion. Elite Academy does give its students the opportunity to be more involved in their community through its Social Service course, but both schools could combine their required academic classes on citizenship, such as American History and Government, with a service project to teach responsibility to the society. Teir and Goldsmith (1995) stress the value of authentic experiences, including community service, for citizenship education to teach responsibility to society. Reality is often more effective in reinforcing concepts learned in a course. Although these schools did not teach community service in combination with citizenship, students and alumni gained perspectives on their community.

Effects on the Community

Throughout this study, students and alumni reflected on their contributions to the community. Students not only met needs in their community, but they also became responsible participants in their community. When they completed a project, these students appeared to know that they met a need. They established relationships and a personal commitment to their community as described by Negroni (1995). It is interesting that students and alumni saw their contributions as not only physical but also as

emotional by providing both manual labor and emotional bonds with their community. Through their work for and with members of their community, students experienced their roles and their places as community members. Therefore, the community service experiences emphasized the interdependence among community members for students suggested in various studies as a possible effect of community service (Buswell et al., 1982; Harrison, 1987; Junior League of the City of New York, Inc. et al., 1993; Kinsley & McPherson, 1995; Rolheiser & Glickman, 1995; Wood, 1990; Zirkel, 1992). The students, their schools, and their community established reciprocal relationships through the community service of the students.

Assessment of Service Learning

Neither Elite Academy or Christian Academy emphasized components of service learning in their community service activities. However, faculty, students, alumni, and representatives from service organizations discussed and offered their opinions on the goals, the outcomes, and the design of the parts of the community service which provided learning for the participants. This section evaluates and assesses the goals and outcomes and determines what works in these community service projects to make them service learning experiences.

Goals for Learning

When viewing the goals for learning in the programs at the schools, there are no stated goals for service learning, except for exposing students to service. Therefore, the evaluation of service learning goals depended upon the comments of the study

participants in relationship to the goals for learning. Elite Academy embraces service learning through its commitment to Community Service Day. However, the school does not have specific goals for learning on this day and allows students choice in their service. Because this day covers a broad range of service projects, it is difficult for there to be a focus other than exposure and the expectation that students will want to continue to serve or to learn about responsibility to society. Alternative Spring Break has a more structured approach, but its sponsorship by a school club with optional participation by students does not establish service learning goals. The numerous other service opportunities offered by the school's clubs are not able to focus on definitive goals for service learning because students are not approaching these activities as both volunteers and learners. In the curriculum, the Social Service class provides an example of a course with service learning goals. Students keep journals, participate in class discussion, and reflect upon their service experiences. These steps help students to learn by combining service with academic requirements. Through this course, students have an authentic learning experience which adds to their understanding of community service and its value (Anderson et al., 1991). Both schools need to emphasize community service as learning experiences.

Christian Academy service activities are similar to those at Elite Academy in regards to the exclusion of service learning goals. Although Christian Academy does not require a day of service, school-wide service events, such as the Canned Food Drive and Hoops for Heart, do set goals for participation. However, these activities do not focus upon what students learn from their participation. The numerous projects by service clubs focus upon exposing students to service and helping the community, but these

activities do not really promote service learning either. Therefore, although both schools are active in community service, there is a lack of focus upon service learning.

When discussing the goals of learning from service, participants evaluated what students learned. Faculty, students, and alumni credited service experiences with teaching and reinforcing civic responsibility. Neither school appeared to have ways to measure this goal, but the exposure to service communicated responsibility to student participants. Perhaps learning civic responsibility is more of a desire for service learning than an actual objective for service. Through service, students did have experiences within the diverse society. Faculty and students had different opinions on what students learned from exposure to their diverse society. For faculty, students learned how to interact with other members of their society and how to work together. For students, these experiences taught them more about themselves and society through comparisons and interaction. These perceptions of learning goals suggest the lack of focus on service learning. These goals stress the point of interaction but do not explain what students learned about their community or about themselves. Faculty also suggested that service promoted personal growth from respect for others and personal belief systems to the development and use of social skills. Although students discussed their personal growth as an impact of service, they did not list social skills as a learning goal. However, in learning more about themselves, students expressed defining their roles, matching the faculty's perceived goal for establishment of a belief system. Again, the personal growth occurred as a result of the participants' thoughts, not from a learning goal. Students at Christian Academy also connected their service experiences with the school's mission to develop Christian

principles. In this case, community service accomplished a goal for learning in relation to the school's mission. This review of the goals for service learning does not reveal defined goals with objectives for learning. Service may be a part of these schools' missions and even activities, but service learning is not a definitive part of either school's service experiences. However, students did learn through their service.

Outcomes

The overall outcomes of the students' service experiences for themselves and for their community were positive. The interviews with students support the use of their intellect and their emotions. By allowing students to orchestrate service projects with faculty as facilitators, students gained experience in organization of a project. These students had the realistic tasks of working with a service organization to coordinate a project, promoting the project to the student body, and collecting money and/or goods to deliver. As mentioned in the analysis on the impact of service on students, these tasks develop and reinforce higher-order thinking skills (Boyte, 1991; Budin, 1993; Conrad & Hedin, 1977; Kahne & Westheimer, 1996; Reeder, 1985; Toole & Toole, 1995; Ward, 1997). Through these service experiences, students also learned about their communities and its needs. This point coincides with the research which suggests that service learning helps to develop responsibility and commitment to the common good (Beane & Apple, 1985; Butts, 1980; Lipka, Beane, & O'Connell, 1985). The outcomes of service learning were positive for the students in their development as aware, responsible, and caring members of society. According to the schools' missions, the foundation of service is an aspect of social growth for students. This study supports the research on community

service in high school as a preparation for later service (Moskos, 1988). The alumni of Elite Academy and Christian Academy remained active in service and consistently referred to their high school experiences as their reasons for their continued service. Through events and clubs at both schools and even curricular electives at Elite Academy, students supported a real need in their community and often had the chance to work with people in their community. However, with the addition and removal of some elements, the schools could establish more worthy goals and outcomes for service learning.

Analysis of Community Service within the Schools

Evidence from the study agrees with faculty, students, and alumni that giving students responsibility for organizing service makes the experience more rewarding to students and a learning experience for students. Their input on the types of service projects helps to guarantee the involvement of their peers. Moreover, students who organize service experiences want their service to be a success, and they will work to find the right methods to enlist the student body. However, the faculty needs to study service learning and to suggest service projects to students based upon learning objectives. A concern is that community service planned by students may miss the opportunity for learning by promoting the project only as a 1 day experience. Although a student may enjoy a single service experience, most students need reinforcement from the academic side of school to make the experience one which teaches values or skills, such as responsibility or communication. A suggestion for improvement is a balance between planning by the faculty and the students and an effort by the faculty to connect service experiences to learning experiences. The Elite Academy American Literature project on prejudice is a

worthy example. By combining the curriculum and service, community service becomes service learning.

While the service projects selected by the schools through Student Councils and service clubs are ones which meet needs, including providing food for the hungry, cleaning up the environment, and raising money for charities, the projects often do not give students the opportunity to interact with the community. It is important for students to interact with those whom they are serving to understand the needs and how their service makes a contribution. Therefore, students need more hands-on experiences in service activities. Working in the community provides both physical and emotional sensations in meeting realistic needs in the community. Students use their bodies for the manual labor of service, their minds to solve problems, and their emotions to establish relationships with members of the community. This interaction with the community provides the shared experiences of community members which Dewey (1916) viewed as a means to provide shared experiences between the school and the community. Spending time working with members of the community illustrates the interdependence between community members more than textbook examples (Buswell et al., 1982; Harrison, 1987; Junior League of the City of New York, Inc. et al., 1993; Kinsley & McPherson, 1995; Rolheiser & Glickman, 1995; Wood, 1990; Zirkel, 1992). Moreover, with hands-on experiences which require manual labor, students witness how their contributions make a difference in the community by viewing their work. Many study participants mentioned seeing the effects of their work as an encouragement to continue service. Furthermore, reflections from the students suggest that ongoing service projects would give students

further opportunities to learn about the needs they are meeting and the persons whom they are serving. In the examples of ongoing service projects, such as the Community Service Club's tutoring project at Elite Academy and the Key Club's service to the Innkeeper Program at Christian Academy, students took the time to form relationships with those whom they were serving and to learn about needs in the community. An effort by the schools to include an ongoing service project during a year would add depth to the service experiences and leave students and the community with more lasting impressions of service.

Another way for these schools to include service learning is through the addition of educational elements related to service learning. Before beginning a service project, students need to receive education about the organization, people, and/or need they are serving. By providing education, students will have a perspective from which to begin interaction with the community and about the value of their service in meeting a need for the community. Moreover, education about a need, such as homelessness, will open the students' views to their diverse society. The schools may also discuss responsibility to the welfare of society through a project. After a service experience, students need time to discuss and reflect upon their experiences. A period of reflection brings closure to the experience, allows for students to learn from one another, and may encourage a student's further involvement in service (Conrad & Hedin, 1977; Parsons, 1996; Rifkin, 1997; Toole & Toole, 1995; Zeldin & Tarlov, 1997). These suggestions for improvement of these schools' community service experiences will enhance the elements of the programs which are already working.

The Working Elements of Community Service Experiences

Elite Academy's and Christian Academy's efforts in community service have several elements which are working, and some unique elements which would work in other school settings. This section reviews these elements and why they work in the school environment.

Both schools promote school-wide service events in which students may choose to participate. This approach gives students the choice to be involved, and the projects from the schools in this study prove that students will participate. Moreover, this approach makes it easy for students to be involved and to work with their peers on a community need. The voluntary approach is appealing to students, but the study also supports the value of Community Service Day as one giving students a day devoted to service. The choices of service for students give them a way to choose a project of personal interest. The day also provides a way to expose all students to service throughout their high school years. A combination of school-wide projects and a Community Service Day would give all students the opportunity to participate in service. For other students, clubs offer a chance for involvement in service.

Both schools have an array of service clubs for students who are interested in further service experiences. Many of these clubs have annual and/or ongoing service projects through the schools with specific organizations. Through the clubs, the schools have the opportunity to focus on a variety of needs in the community and for students to select a club with projects which are interesting to them. Moreover, the clubs give the schools

the opportunity for further outreach into their communities and for promotion of their schools.

In planning projects, the schools also utilize contacts with organizations in the community to assist real needs. Students should witness the problems of their community and work towards solutions. Students may become encouraged as they meet an actual need by seeing the benefits from their work. Moreover, many service organizations need more immediate help than other organizations, and students have interests in some service projects more than others. By prioritizing needs with organizations, students are able to make a valuable and perhaps even a lasting contribution to their community.

Impact of Study on Current Theories of Service Learning

The design and methodology selected for the study is based upon a conceptual framework of service learning, civic education, community service in high schools, and the impact of community service upon students, communities, and schools. The conceptual framework results from previous service learning programs in public schools. Through perspectives of various constituents, this study supports and expands previous research on service in high school. This section relates the study to previous research and explores the study's additions to the research on service learning.

Because this study focuses upon private schools, it does not attempt to make generalizations about the effects of high school community service. However, the research does add to our understanding of service experiences in high school, especially in private school settings. By focusing upon what students learn through service, this study adds to the empirical and theoretical research on the cognitive and affective benefits

of service upon students. In this study, student and alumni participants confirm the use of higher-order thinking skills, communication skills, and cooperative work skills (Bender & Brown, 1995; Boyte, 1991; Budin, 1993; Buswell et al., 1982; Conrad & Hedin, 1977; Evers, 1987; Harrison, 1987; Junior League of the City of New York, Inc. et al., 1993; Kahne & Westheimer, 1996; Parsons, 1996; Reeder, 1995; Toole & Toole, 1995; Ward, 1997). However, the study participants use these skills with more independence because they participate in the planning, organization, and execution of service in their schools. The private school setting appears to be more conducive to allowing this level of student involvement due to school missions, class size, and the willingness of students to lead. Relying upon students to organize service adds to their affective development as they accept their responsibility to their community. This theory supports research on youth's acceptance of responsibility through service (Conrad & Hedin, 1977; Kinsley & McPherson, 1995; Seigel & Rockwood, 1990). Unfortunately, many students may not realize the cognitive and affective impacts of service because these schools seldom provide time and guidance for reflective activities. The reflections of Elite Academy students who took the Social Service course support the value of reflective activities following service, including journals and discussions, as helping students to recognize their contributions and their personal gains from service (Conrad & Hedin, 1977; Parsons, 1996; Rifkin, 1997; Toole & Toole, 1995; Zeldin & Tarlov, 1997). Students need reflective activities to reinforce service as a learning experience about their community and their roles as a community member. Through the reflections of alumni on their high school service experiences and their descriptions of their present service, the study

supports the development of lifelong habits of service in students who participate in high school service activities (Buswell et al., 1982). All alumni interviewed remained active in service during their college and/or work, crediting the influence of school as a reason for staying involved in service. This point suggests that the school plays a role along with the home and religion in nurturing service, an addition to the research. Moreover, the seniors and alumni in the study acknowledge the value of service for the completion of college and/or job applications (Harrison, 1987). This evidence suggests that service is an important characteristic to define the capabilities and/or values of a prospective student or employee. Finally, the study supports the research on the promotion of emotional and social growth for individuals, including a feeling of accomplishment or the building of self-esteem (Budin, 1993; Constitutional Rights Foundation & Los Angeles Unified School District, 1990; Evers, 1987; Kinsley & McPherson, 1995; Morris, 1992; Sauerwein, 1996). Students discussed their personal growth through service by describing and expressing their accomplishments and their self-confidence in providing for the needs of their community. During the process of service, the individual not only receives many benefits but also distinguishes his or her role within the community.

Most service experiences described in this study place youth in positions of direct interaction with their community. This interaction allows youth to define their roles within the community, to accept responsibility for their community, and to be a contributor to their community (Boyte, 1991; Budin, 1993; Harrison, 1987; Morris, 1992; Sauerwein, 1996; Toole & Toole, 1995). The stories of students and the continued service of alumni suggest that service identifies the interdependence of community

members upon one another. Participants ranked making a difference as a personal impact of service, but the difference is for their community.

In this study, the community received the assistance of students and gave lessons about its needs, its diversity, and its responsibility to members. The students confirm the data on the majority of private school students in non-Catholic institutions as select, middle-class to upper-class citizens who share common values and beliefs (Chubb & Moe, 1989; Coleman & Hoffer, 1987; Coleman et al., 1982; Kraushaar, 1972). With service experiences, these students learned about their community in a way which allowed them to mingle in its diversity and to address its needs. Working with members of their community helped these students to establish their roles in maintaining the public welfare or the common good (Briscoe, 1991; Harrison, 1987; Israel et al., 1993; Kinsley & McPherson, 1995; Mehlinger, 1997; Wood, 1990). Therefore, community service incorporates lessons on civic responsibility. Because the alumni remain active in service, the schools deserve recognition for building or strengthening a foundation in service. Moreover, the students gain an understanding of needs for the broader community. Because these students are from predominantly stable income homes, they probably do not have realistic perspectives on the needs of their community. The service experiences featured in this study offered students the opportunity to meet realistic needs which often made lasting impressions upon the students. Therefore, the study supports the research on how service raises youth's awareness to the problems within their community (Anderson et al., 1991; Conrad & Hedin, 1977; Harrison, 1987; Junior League of the City of New York, Inc. et al., 1993; Schine, 1997; Silcox, 1993). Interaction with the broader

community is essential for service to teach students about the need for their commitment to maintain the common good of society for the community and for themselves. This interaction assists students in their understanding of the interdependence among members of society (Buswell et al., 1982; Harrison, 1987; Junior League of the City of New York, Inc. et al., 1993; Kinsley & McPherson, 1995; Rolheiser & Glickman, 1995; Wood, 1990; Zirkel, 1992). Interaction offers realistic lessons which classroom studies can not duplicate for students. These examples illustrate the study's support of research on commitment, respect, responsibility, and interdependence which students learn through service. However, the study does not offer evidence to support development of skills for the work force through service (Bookey, 1995; Briscoe, 1991; Harrison, 1987; Kinsley & McPherson, 1995; Parsons, 1996), except the understanding of civic responsibility to the larger society's welfare. The study does add perspectives to the research on the variety of service which students are performing. These schools prove that a key influence for students is the provision of a project in which students hold an interest and with variety because most students are able to find a service opportunity which interests them. Moreover, by meeting a variety of needs through service, these schools demonstrate their commitment to the community.

By incorporating interviews with representatives from organizations served by students, this study provides evidence of community views towards the schools. The representatives praised the schools for their efforts to be involved in the community and to promote service as a part of life. Their views suggest that the community appreciates the service of the schools and interaction with the schools. Therefore, the study supports

research on improved relationships between the school and the community through service (Bender & Brown, 1994; Mehlinger, 1977). Moreover, the exposure to the needs within the community could be additions to teaching citizenship (Anderson et al., 1991). Although these schools are presently not utilizing service learning in this capacity, students and alumni credited their high school service experiences as helping them to understand and to develop their civic responsibility to society. The study does not support research on extra preparation time for teachers as a result of service (Briscoe, 1991) because activities during school require their supervision and/or involvement. These examples suggest that service enhances relationships between the school and the community, and the study adds that reciprocal relationships develop between students, the community, and the schools, reinforcing the notion of interdependence.

Besides supporting current research and adding new perspectives, this study contributes to solving challenges related to service. The debate between mandatory and voluntary service revolves around the best method for developing the habit of service in youth (Boyer, 1983; Harrison, 1987; Schine, 1997; Teir & Goldsmith, 1995). By asking students their views on this issue, the study makes suggestions for developing the habit of service by combining characteristics of both mandatory and voluntary service programs. For example, students support school-wide opportunities for service and even a day or more of required service. However, they want these opportunities to be ongoing. In addition to these service experiences, schools should continue to have clubs which are active in service for students to join. Moreover, it is interesting to review the student

opinions on this issue because they consider the value of exposure to service, the need for service to be meaningful, and the quality of work.

Design

Through discussions, students, alumni, and faculty members presented a design for implementing an effective community service program. The design appears simplistic but includes necessary steps for ensuring involvement, contributions, and even service learning. The plan addresses three phases in the design of service experiences: program components, organization, and enduring challenges. These constituents have an array of ideas and the expertise of experience to know what service projects work for high school students.

Program Components

Program components consider the essentials of a service project. The service experience must address a community need and draw the interest of community members.

Focusing on a need. In designing a service activity, most participants stressed the importance of finding an area of need. Elite faculty member Mrs. Apple explained the logic of pursuing a need in the community:

Make sure it is a real need. I think the greatest disservice we do in service is we think we are doing something great for someone else when in reality, they don't need to have it done. It is important to communicate. It's important for us to learn about other people . . .

Elite senior Dave echoed this opinion when he recalled frustrating experiences with Community Service Day where an organization really did not have a job for students to complete. When students are not busy at a service project, the experience is not

productive. Christian Academy alumni and seniors commented on the importance of finding one of the highest needs in the community. Senior Leslie made the distinction about the clear differences between actual needs in a community and “wants” in a community. Senior Suzie promoted proximity in location to the school as a way to meet a need of which students were already aware and which could help their immediate community. For these participants, meeting a need is the primary reason for designing a service activity. By focusing on needs in the community, many participants also suggested giving attention to providing a variety of service activities.

Variety for choice. Students and alumni felt strongly that community service through schools should involve a variety of service experiences. Christian Academy alumnus Jeremy offered clear reasoning for variety: “People serve best when they do something that interests them, and people are, quite obviously, interested by different things.” He cited the following examples as possible service opportunities: “tutoring, cleaning, planting trees, painting murals, playing music, speaking, supervising, campaigning.” Although Jeremy noted that this much variety was an “ambitious” plan, he strongly believes it would offer worthwhile experiences for a larger number of participants. Elite Academy freshman Kris noted that students “enjoy” options with Community Service Day. The options make students more excited and comfortable about their work because they select a personal interest. Other students supported the practical view that students are more skilled and more interested for some work than for other work. Elite Academy senior Tracy added that students needed options where “they could give a lot of themselves” to a certain project. Often, the closer a person is to a cause, the more profitable

work he or she gives. According to these students, a variety of activities could enhance a community service project, but other participants added the need for service to be ongoing.

Ongoing service activities. For the Elite Academy and Christian Academy students, most service opportunities are 1 day events. Although students do accomplish service on those days, many expressed a need to lengthen service to make it more meaningful. Students suggested repetition of service. Elite Academy students had several ideas on how to incorporate more service into the school, including the plausible recommendation of a service day per quarter. Sophomore Elena borrowed the idea from another private school's week or 2 week "winterim" session in which students would "do service on a daily basis with the opportunity to go back" to an organization. Elite Academy senior Bo and Christian Academy senior Cara supported a monthly project. For example, Bo suggested a service group with weekly contact to plan for its monthly service to a specific organization. Cara wanted to sponsor a family by doing a service for the family each month or to take a monthly trip to serve food at a homeless shelter which she thought would be fairly simple to organize. Alumni supported ongoing service for more meaningful service experiences. Elite Academy senior Dave explained the challenge: "You don't develop a bond in just 1 day's participation." Through more involvement in service, students might fulfill more needs, spend more time in service, and develop relationships. Along with an ongoing project, participants designated that the projects should be hands-on service experiences.

Hands-on experiences. With hands-on service, students usually have the opportunity to view the accomplishments of their work. Elite Academy junior Mark described his support of hands-on service: "Raising money is an excellent way to help out, but when you do things with your hands, you feel like you're actually helping someone. With money, you don't know where it is going." Elite Academy alumna Liza agreed by stating that students need projects "where your impact can be seen right away." According to students and alumni, hands-on projects also keep students busy. Alumni from both schools recalled service experiences where there was not enough work for a group of volunteers. With hands-on projects, students address a need. According to students' reflections, hands-on projects offered the opportunity to view one's contribution and to occupy time through work; moreover, these projects usually provided time for interaction with others in the community.

Interaction. Alumni described how students value interaction during service. For Christian Academy alumnus Dennis, "interaction is the most rewarding aspect of service for both parties." For example, Dennis recalled his experience in working with disabled children and the "connection" which he was able to make with his assigned child. He was both surprised by that connection and proud of his ability to make one. For other alumni, interacting with other members of the community was part of the "fun" of service. Elite Academy alumnus Tad called for service experiences to include "plenty of opportunities for people on both sides of the exchange to interact and get to know one another." Service should enhance relationships among members of the community. Some participants even noted opportunities where interaction was most likely to occur,

such as disaster relief in flood and hurricanes. Christian Academy alumna Mary explained the reasoning: "These kinds of situations [natural disasters] bring out the best in the human spirit." Through interaction, service projects give participants a chance to form relationships by exchanging ideas and to inspire one another while completing a project. In considering their reasons for supporting service, participants had specific ideas about the types of service which would work for a high school.

Organization

After selecting service experiences, the design focus turns to organization. In this phase, participants solicit involvement and build interest in the project.

Making contacts. In order to perform a service which meets a need, participants noted the value of community contacts. Elite Academy alumna Julianne commented on the assistance of the community in finding worthy projects: "I would find an individual in the community or an agency for which we were volunteering and work with that person to develop an appropriate plan for them and for both of us." Christian Academy's Coach Davis credited community members who had already been involved in service as the best contacts and suggested their involvement "to lend expertise and leadership in getting things started." Certainly, those who serve or work for service organizations within the community would make ideal contacts for schools because they know the community's needs. However, students should have a voice in the selection of service.

Asking students. According to participants, if a school expects its students to perform service, it should choose projects in which the students are interested. Alumni stressed the need for student opinions. For many, part of "generating interest" came

through polling students and discussing options. Elite Academy alumna Kate's plan included giving students forms to complete about where they would prefer to volunteer. She would then contact the organizations of the students' top choices to see what students could do for the organization. According to Elite Academy's dean of students Mrs. Roberts, the student voice is the most important for planning service projects. She described the process which she prefers and which she has used to plan community service:

I would take a straw ballot and ask kids if they had any ideas and what they would like to do and if they would like to serve on the committee. Then, get them together to brainstorm ideas. Get some kids who have follow through experiences.

If students take a part in selecting a project, they are more likely to participate due to their interest. Moreover, they may take a role in organizing the project.

Organization by students. Both schools appeared to value the organization by students for making community service successful. Elite Academy principal Mrs. Osborne and Christian Academy faculty and Student Council sponsor Mrs. Nettle spoke strongly on the organization of service by students. In Mrs. Osborne's thoughts on ongoing community service, students were the leaders:

Your first goal would be to find several students who were interested in assuming some form of leadership and getting the project off the ground. I would never plan it and then impose it on the kids. I would start with the kids [and] have them brainstorm on what they want to do and how to go about doing it. Then, teach them how to delegate and form committees and get interest into the group and carry on.

In this example, faculty serve as facilitators for service projects. Mrs. Nettle credited the success of the school's annual Canned Food Drive to student involvement. She suggested having students "involved at every level of the project" and insisted that "they have to

feel like it is theirs” for it to succeed. Students agreed with the philosophy of these faculty members. Christian Academy sophomore Jason believes that “teenagers need a sense of individuality and pride in organizing it [service] themselves.” Perhaps this pride will make them take the project more seriously. Others added that in organizing a project, students felt “a sense of belonging” and found their own way to be involved. In the process of student organization, the step to get people more involved is advertising.

Advertisement. When students organize a community service project, they must find ways to get information to other students. Students discussed a variety of means for advertising. Most students would begin by asking individuals for help. First, they would approach friends and those persons who had previously been involved in service projects. They would also talk about the project to groups of students in the hallway. A personal invitation to serve gives organizers the opportunity to answer questions, to encourage participation, and to get feedback from peers. Students from both schools also suggested the use of announcements, sign-up sheets, flyers, and posters as ways to make students aware of the upcoming service opportunity and how to get involved. Through advertisement, students expected to generate interest for further organization.

Forming committees. Several participants mentioned the need for forming committees to organize details for a community service project. From committees, Elite Academy senior Lucy planned for help in signing-up students for specific parts of projects. This type of organizational plan is used by Elite Academy for development of its Community Service Day activities and areas for work, and students found this process to be effective. Because Christian Academy planned activities separately, suggestions

from its participants utilized committees in a different manner. Senior Augustus would divide a specific project into different areas of need and then place interested students to work on these different areas. For alumna Marilyn, an active member of the Student Council, the formation of committees allowed small groups to accomplish different tasks for the success of a project. Committees assist in implementing different phases of a community service project. However, students need to know about the meaning of their project before serving.

Education. Students and alumni from both schools felt strongly about educating students about community service and about specific organizations or projects prior to their actual service experience. Elite Academy alumna Alice, who has remained active in community service in college, related what students should know: “Before going into service, you need to know the history and the context, i.e. the homeless.” In her community service in college, Alice has experienced the value of education prior to a service experience and how it helped her to relate to the people being served. Elite Academy senior Shauna thought that organization “directors are willing to talk to us beforehand about what we will be doing and why.” Students need to know the context of their service. Moreover, Christian Academy alumna Mary expressed that education before a service experience can “help avoid stereotyping and bad attitudes” because students know the expectations and their roles in the project. In addition to education before an activity, many participants wanted a period to reflect upon service experiences.

Reflection. If the purpose of community service is to teach students, then it seems plausible for schools to include a period for reflection and to encourage personal

reflection as well. Elite Academy seniors stressed the importance of reflection. A period of reflection offers students the chance to share their service experiences. Exchange of stories could inspire further service and/or discussion about community needs. Senior Dave wanted to add reflection as part of Elite Academy's Community Service Day to "help people recognize their feelings about the day." Service has a personal side which deserves time and recognition by the school. Elite Academy alumna Alice even suggested making reflection a part of the academic side of service: "Students should keep a journal on checking in with the teacher or a group to make a connection between academics and volunteers." Through the journal, students may keep personal reflections and impressions about their service experiences. Elite Academy senior June described her reasons for incorporating reflection into service: "It [community service] would have some closure. I think it's important to stop and think about what you are feeling and what others are getting from it." Students need the opportunity to see the role one's service is taking in the community. Christian Academy faculty member Mrs. Smith acknowledged that her school should probably incorporate some "follow-up activities" to review the effects of service upon the students and the community. Reflection provides a way to debrief and to make future plans. Moreover, other participants had further ideas on the organization of service projects.

Enduring Challenges

Students, faculty, and alumni of Elite Academy and Christian Academy know that enduring challenges exist with service. These challenges include scheduling, peer

pressure, organization, and competition within the school environment. Outside of school, the challenges include fear, interaction, and resentment.

Scheduling

High school students' schedules are busy with academic, extracurricular activities, and work, leaving little time for service in one's day. Elite Academy senior Don described the conflict: "Some people just don't have time. School keeps us busy." According to Christian Academy junior Hayley, others protected their time and may even have a "selfish" motivation for doing so. With time being an issue, service outside of the school day may be an obstacle for many youth. Most participants suggested working with students in scheduling because of their many conflicts, including extracurricular activities and jobs.

Peer Pressure

Another challenge mentioned by students is the effect of peer pressure. Christian Academy senior Amy insisted that students "won't do it [service] if friends aren't." Other students agreed that teens must have the approval of their peers to perform service. Elite Academy sophomore Reggie explained: "Some people don't want to be there [at a service activity] because they don't think it's cool." Associated with peer pressure is the lack of motivation and the need for individuals to set priorities. Christian Academy alumna Mary described her own mixed feelings in relationship to service: "I think the hardest part for me was always the sacrifice. Giving up time, energy or money I could use for myself was not always easy for me, but I don't regret it one bit." Other students considered the feeling of apathy among some students. For example, when Elite

Academy senior Don worked on planting flowers at a school for Community Service Day, he knew the supervisor was frustrated with those who were not taking the assignment seriously. In addition, Elite Academy senior Kevin admitted that even for those who are committed to service, some tasks, such as sorting canned goods for an entire day of service, can become boring or mundane for many students. Christian Academy sophomore Bailey added that some students simply want to remain in their "comfort zone" and avoid conflicts or challenges. An opposite feeling to apathy occurs when the student who wants to participate in service must decide how much to give. Christian Academy senior Augustus encountered this problem on the annual mission trip to a rural area: "I'd say the most challenging thing was knowing, was honestly not knowing how much to give. How much is going overboard? How much isn't enough? It's kind of a hard question." In addition to these concerns, participants wondered who would organize a service experience.

Organization

According to faculty members, another reason which may discourage service is the task of organization of a service activity. Certainly, this point is relevant with the schools' emphases on community service. Elite Academy faculty member Mrs. Apple mentioned "finding matches for students," and Christian Academy faculty member Mrs. Smith found paperwork and school dismissals to be difficult and time-consuming for those organizing service. Students gave examples of the frustrations of organization. Elite Academy senior Shauna, organizer of the Dance for Life to benefit AIDS research, found it frustrating that others were not as driven for the project as she was. She

described her feelings: "I have a deep emotional attachment to the cause [Dance for Life for AIDS research] and a drive that almost . . . I would do anything. It was very frustrating when not everyone cares as much about what you are doing as you do." This honest recognition relates the emotional effect which service may have upon individuals. Fellow senior Lucy also used the Dance for Life in her example and discussed the challenges of advertising and working with a radio station, an official sponsor for the event. Christian Academy alumnus Jerry recalled difficulty in advertising the first Canned Food Drive. For him, it was challenging to get the students to be involved in the drive. Included in these challenges may be the selfish participation of some school members.

When a school sponsors a competition between classes or schools to provide service, motivation for service may be misunderstood. Elite Academy freshman Mary Catherine related this problem to her school's Canned Food Drive where the school challenges another school to raise canned goods for the Food Bank. The school and students must work to ensure that the focus stays upon the service and not the competition. Students' motivation may also be based upon personal gains. Christian Academy senior Emma noted that some students perform service to have information for their college applications, not to help their community. Other issues outside of school also provoke challenges to service.

Fears

According to students, some peers may fear service because they are working with unfamiliar people in unfamiliar settings. Christian Academy junior Hayley elaborated: "Interest is a part of service. For example, some are comfortable with handicapped

children, but others are not . . . If a family member or a friend has been in a situation, then a person is more likely to help.” Elite Academy senior Don added that for many people “never having tried [service] is the biggest fear.” According to the stories of many students, these points prove true in many instances. For example, Elite Academy senior Grace recalled difficulty in her Community Service Day activity to work at a community center with underprivileged children. She described her feelings: “I feel sad that I cannot give the parents the parenting skills they need to know. I want to give their children a big hug and feed them breakfast. You see what the lower income does to them.” Many Christian Academy participants remembered their fears of working with disabled children in the Special Olympics. For example, Glen was surprised that he could connect with these children because he had an “emotional level” of discomfort with these challenged youth. Alumna Marie explained that to overcome your fear, you have to engage in “realizing that they are a person, and they feel just as you feel.” These fears are difficult to overcome because they involve interaction.

Another fear which may discourage service is interaction with different people. Christian Academy senior Erica elaborated upon the fear of interaction: “It is challenging to meet someone who’s not anything like you and to get over your own inhibitions and being shy and nervous, putting differences aside, and just being people.” Erica’s feelings are packed with emotional and personal issues in working with the larger society which may hold many unfamiliar people, viewpoints, and needs for students to confront and resolve. Christian Academy junior Johnny acknowledged that it takes awhile “to enjoy feeling comfortable with others and learning to communicate.” Elite Academy alumnus Tad also thought interaction could be challenging because you are there to help people

“without really knowing how to approach them or how to initiate a conversation.” For most participants, this phase of service passed quickly as the work began towards a mutual task. However, some members of the community may not want assistance. Elite Academy sophomore Elena learned on an Alternative Spring Break trip to renovate houses that some people are uncomfortable when others help them. She explained her feelings and the reactions of the family whom she was serving:

It is hard to accept that when you help people, they don't always want it. For example, on ASB, a family didn't want our help in renovating their home. They were embarrassed. They asked us to stop. They said they wanted to finish it themselves. You hope that's something they will keep up.

Other Elite Academy students added to Elena's thoughts by recalling Community Service Day and the resentment of some who were served due to the short time of the students' service. These thoughts on the challenges of service may assist schools in planning and preparing high school students for service. However, the research also raises new points and issues for further research on service learning.

Future Research

This study suggests areas for future research in the fields of community service and service learning. Through the comparisons and contrasts of the voices of various constituents of the schools, the study raises points for further study and discussion related to motivation for service, approaches to service learning, the role of students, and service in private schools.

When examine who or what encourages service, the study clearly indicates the institutions of family, school, and religion as the primary influences. A future study could examine these institutions more closely to compare and contrast the levels of

influence and the interdependence. A view of the types of service performed through these institutions would reveal the similarities and differences in focus. An interesting addition to the research would be a study and determination of the values which each group places upon service. Adding interviews with parents and religious leaders would develop these perspectives.

Another area for further study is an analysis of service programs for service learning. This study and the research do not adequately analyze different schools' approaches to making service a learning experience for students. Further empirical data is needed to indicate the elements and the effectiveness of a service learning program. A future study could yield an evaluation instrument, featuring characteristics of a service learning project.

The research also needs further study on the role of students in planning and implementing service projects. The schools in this study utilize the students in organization and may have the key to making service projects successful and interesting to students. Expansion of this study with other sites would yield a broader perspective on the role of students.

Finally, more study on service needs to occur within the private school environment because research indicates that these students are more active in service but does not feature studies on service in these schools. A study to compare and contrast community service in public and private school settings would provide insight into the effectiveness of programs and guidelines for programs. This emphasis would also focus on investigating the reasons private school students are more likely to perform service.

Conclusion

The private school student who serves his or her community is more than a privileged student. He or she becomes a privileged servant. This privileged servant does not have an image to maintain but a mission to fulfill. This servant becomes interested and involved in the community. Through service, the servant learns about his or her community.

As a student discovers a need, he or she addresses the need. Service experiences become opportunities to learn about the community and to be an active citizen in the community. Service transforms the student into a servant. Through community service, this privileged servant benefits self, community, and school.

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APPENDIX A

IMPACT OF SERVICE ON STUDENTS, COMMUNITIES, AND SCHOOLS

Impacts on Students	Empirical	Theoretical
Higher order thinking skills	X	
Communication skills	X	
Cooperative work	X	
Reflective activities		X
Lifelong learning		X
Responsibility		X
College entrance/employment	X	
Self-esteem		X
Acceptance of responsibility		X
Appreciation		X

Impacts on Communities	Empirical	Theoretical
Commitment of welfare	X	
Respect of public rights	X	
Sense of caring		X
Work force skills		X
Responsibility to community	X	
Interdependence		X

Impacts on Schools	Empirical	Theoretical
Community support	X	
Improved relationships with the community		X
Time for faculty	X	
Authentic learning experiences	X	

APPENDIX B

DOCUMENT LIST

School Mission Statements

School Handbooks

Graduation Requirements

Curricula

Course Descriptions

School Calendars

School Newspapers

School Yearbooks

List of Extracurricular Offerings and Standards for Participation/Membership (athletics, honor societies, clubs)

Lists and Descriptions of Service Projects

School Directories

Demographic Information

Descriptions/Information Brochures about Service Organizations which the Schools Support

APPENDIX C

INTERVIEW GUIDES

Interview Guide for Students

Biographical Data and School Data

1. What is your grade in school?
2. How long have you attended the academy?
3. What is (are) your favorite subject(s)?
4. Are you a member of any club(s) at the academy? If yes, please describe the club(s).
5. Do you participate in athletics at the academy? If yes, which sport(s) do you play?
6. Are you involved in other activities at the academy? If yes, in which activities do you participate?

Private Schools

1. Why did you or your parents select a private school?
2. Why did you or your parents select the academy?
3. Do you know the expectations and mission of the academy?
4. How would you describe the make-up of the student body, for example sex, race, socioeconomic class, and other ideas which come to mind?

Service and Citizenship

1. How do you define service?
2. Does community service help the community? Why or why not?
3. What classes have taught you about being a citizen, for example your rights and your responsibilities? What did these classes teach you about citizenship?
4. Have any other school activities taught you about citizenship? If yes, please describe.
5. What organizations sponsor or encourage community service? Why do these organizations sponsor service?

6. Have you ever participated in a community service activity in or out of school? What did it mean to you? Why? What did you experience? Why? What was most surprising and/or significant? Why? What was most challenging? Why? What was most meaningful? Why?
7. Does the academy sponsor community service activities? If yes, please describe.
8. Have you ever participated in a community service activity sponsored by the academy? What did it mean to you? Why? What did you experience? Why? What was most surprising and/or significant? Why? What was most challenging? Why? What was most meaningful? Why?
9. How does service help the community?
10. Why have you chosen or not chosen to participate in community service opportunities offered by your school?
11. What is your opinion on whether community service should be a mandatory or a voluntary part of your school's activities and/or curriculum? Why?
12. What impacts, if any, does service have upon students? upon communities? upon your school? Why do you think so?
13. Do you have a memorable story or two about a service experience at your school which you would like to share?
14. If you were designing a service activity, what would it include? Why? How would you go organize it?

Interview Guide for Faculty

Biographical Data and School Data

1. What subject(s) and grade(s) do you teach at the academy?
2. How long have you been a member of the academy's staff?
3. What did you do prior to your work at the academy?
4. What organizations, sports, and/or activities do you sponsor at the academy?
5. Are you a member of any committees at the academy? If yes, please describe.
6. What other assigned duties do you have at the academy?

Private Schools

1. Why did you choose to teach at a private school?
2. Why did you choose to teach at the academy?
3. Describe the expectations and mission of the academy.
4. How would you describe the make-up of the student body, for example, sex, race, socioeconomic class, and other ideas which come to mind?

Service and Citizenship

1. How do you define service?
2. Whose responsibility is it to teach citizenship, for example rights and responsibilities? Why?
3. As an educator, what do you feel is the school's role in citizenship education? Why?
4. Public and private schools which are state or SACS approved must provide studies about the democracy and citizenship. How does the academy offer these studies (subjects)?
5. What school activities promote service? How do these activities promote service?
6. Have you participated in a community service project? What did it mean to you? Why? What did you experience? Why? What was most surprising and/or significant? Why? What was most challenging? Why? What was most meaningful? Why?
7. Does service impact communities? those serving? If yes, how? If no, why not?
8. Is there any relationship between citizenship and service? Why or why not?
9. How has community service affected you as a citizen?
10. Do you believe that service teaches responsibility to the community? Why or why not?

Community Service

1. Should private schools offer service opportunities? Why or why not? If yes, how?
2. What service opportunities does the academy provide for students? Why? What are the purposes of these projects? Why? What is most challenging about these projects? Why? What is most meaningful about these projects? Why?
3. Describe the work performed by students in service projects. Do students have the skills to perform these projects? How have these skills been developed? What are the goals for student learning in these projects? Why? Are these projects meaningful to students? Why?
4. Do service opportunities offered by the academy provide a means for emphasizing civic responsibility? Why or why not? How?
5. Does service teach students? If so, how does it teach students, and what do students learn?
6. What impacts, if any, does service have upon those served? upon the community? upon the students? upon the academy?
7. Do you recall (a) specific example(s) where a service activity sponsored by the academy made an impact upon a student? upon the community? upon the academy? What were the impacts? How did the impacts occur?
8. Do you recall any story about service and students at the academy? If yes, please describe.
9. If you were organizing a service activity for the academy, what would it include? Why? How would you organize it?

Interview Guide for Alumni

Biographical Data and School Data

1. When did you graduate from the academy?
2. When you were a student at the academy, what was (were) your favorite subject(s)? Why?
3. Were you a member of any club(s) at the academy? If yes, please describe the clubs.
4. Did you participate in athletics at the academy? If yes, which sport(s)?
5. Were you involved in any other activities at the academy? If yes, what activities?
6. What did you do after graduation from the academy (college or work force)?
7. What is your anticipated future occupation or your present occupation?

Private Schools

1. Why did you or your parents select a private school?
2. Why did you or your parents choose the academy?
3. Describe the expectations and mission of the academy.
4. How would you describe the make-up of your class at the academy, for example sex, race, socioeconomic class, and any other ideas which come to mind?
5. How did you learn about the roles of a citizen?

Service and Citizenship

1. How do you define service?
2. Does community service actually help the community? Why or why not? How?
3. What organizations encourage or sponsor community service? Why?
4. Have you ever participated in a community service activity? What did it mean to you? Why? What did you experience? Why? What was most surprising and/or significant? Why? What was most challenging? Why? What was most meaningful? Why?
5. In what ways did you learn about citizenship, for example rights and responsibilities, at the academy through your subjects? through clubs? through athletics? through other activities? How did these activities promote citizenship?
6. Have your education and activities at the academy affected you as a citizen? If yes, how? If no, why not?
7. Do you believe that service is a means for contributing to one's community? Why or why not?
8. Did the academy sponsor service activities? What types of activities? What were the purposes or goals of these activities? Why?

9. Did you ever participate in a service activity sponsored by the academy? What did it mean to you? Why? What did you experience? Why? What was most surprising and/or significant? Why? What was most challenging? Why? What was most meaningful? Why?
10. Do you think that the academy should offer community service opportunities? Why or why not? What types of opportunities? How?
11. What is your opinion on whether community service should be a mandatory part or a voluntary part of your school's activities and/or curriculum? Why?
12. What impacts, if any, did service at the academy make upon those served? upon the community? upon students? upon the academy? Why?
13. Do you recall any story of service from your days at the academy? Please describe.
14. If you were designing a service activity, what would it include? Why? How would you organize it?

Interview Guide for Groups/Organizations Served

Organization Data

1. Describe your group or organization.
2. Who are the members of the group or organization? What are their needs?
3. Describe the services which you group or organization provides to those whom it serves.
4. How long have you been affiliated with this group or organization?
5. For what reason(s) did you choose to work or join this group or organization?

Volunteer Services

1. How do you recruit volunteers for your group or organization?
2. How do you utilize volunteers?
3. Describe those who volunteer for the group or organization.
4. Why do you believe people volunteer with your group or organization?
5. How often and how long does the average volunteer serve? Why?
6. Describe your work with volunteers. Is it meaningful? Why? What are the challenges? Why?
7. What needs do the volunteers meet for the group or organization? Why? How?

Student Volunteers

1. Your group or organization has used the volunteer services of the academy. Describe the work which the students perform. Why do you use these students? What is most surprising about you work with students and about their work?

2. How did you and/or the academy set-up service projects for students?
3. What does your organization gain from the volunteer work of students from the academy? Why? How?
4. What do the individuals with whom the students have gain from the student volunteers? Why? How?
5. Do you believe that students learn from service experiences? If yes, what do student volunteers learn? If no, why not?
6. Do you believe that volunteer work makes an impact upon students? If yes, how? If no, why not?
7. Do you believe that volunteer work affects student volunteers as citizens? If yes, how? If no, why not?
8. Do you believe that providing service opportunities for students makes an impact upon the academy? If yes, how? If no, why not?

APPENDIX D

SENIORS

Elite Academy

Student	School Service Projects	Other Service Projects	School Activities
Bo	Community Service Day--worked with homeless shelter Social Service course--volunteer at park daycare center	Special Olympics volunteer with family	Lacrosse team Student Council
Dave	Community Service Day--played bingo with the elderly, planted trees at a public elementary school	Assigned community service work for a misdemeanor for a charity collection	Philosophy Club
Erica	Community Service Day Social Service course--volunteer for Hospital Hospitality House to find lodging for families of children with serious illnesses	Habitat for Humanity volunteer through synagogue	

Student	School Service Projects	Other Service Projects	School Activities
Grace	Community Service Day--volunteer for Methodist day care, planted flowers at nursing home Dance for Life ticket sales Peer Educator Assistants counselor	Methodist day care volunteer	
June	Psychology course-- volunteer for preschool for the disabled Social Service course--volunteer at Reach for the Sky for disabled children		
Kevin	Community Service Day--stocked the Food Bank, worked at the Refugee Center	Public library volunteer	Show Choir
Lucy	Community Service Club--tutoring Dance for Life volunteer Issues Day organizer		Community Service Club Dining Club Student Council
Shauna	Alternative Spring Break participant Dance for Life founder and organizer Peer Educator Assistants counselor	AIDS Walk Operation Smile volunteer with mother	School newspaper-- co-editor Women's Issues Club--co-president
Stacy	Blood Drive organizer Issues Day committee	Oasis Center teen counselor volunteer	Student Council Women's Issues Club

Student	School Service Projects	Other Service Projects	School Activities
Tracy	Blood Drive volunteer Community Service Day--worked at a homeless shelter Dance for Life volunteer	Oasis Center teen counselor volunteer	Community Service Club Debate team Philosophy Club--president

Christian Academy

Student	School Service Projects	Other Service Projects	School Activities
Amy	Canned Food Drive for Food Bank National Honor Society--Angel Program volunteer, School for the Disabled volunteer	Innkeeper Program volunteer through church	Cheerleader Chorale Fellowship of Christian Athletes Junior Civitans National Honor Society Show Choir Students Against Drunk Driving
Augustus	Fellowship of Christian Athletes' Christmas trip to a rural area Gifts for Santa assembly volunteer		Fellowship of Christian Athletes Football
Cara	Gifts for Santa assembly volunteer Junior Women's Club--volunteer for mentoring to public elementary school children		Fellowship of Christian Athletes Junior Women's Club Office worker Softball Students Against Drunk Driving
Ethan	Fellowship of Christian Athletes' Christmas trip to a rural area	Church mission trip to North Carolina to repair homes	Fellowship of Christian Athletes Football Tennis

Student	School Service Projects	Other Service Projects	School Activities
Glen	Gifts for Santa assembly volunteer Interact Club—phone operator for public television telethon National Honor Society—Special Olympics volunteer for School for the Disabled		Chorale Drama productions School musicals Show Choir
Jacob	Junior Civitans—delivery of holiday baskets for homeless	Church mission trips	Band Forensics team Junior Civitans
Josiah	Fellowship of Christian Athletes' Christmas trip to rural area National Honor Society—Angel Program volunteer, School for the Disabled volunteer	Crisis Pregnancy Center Teen Board— assemblies for churches and schools	Chorale Fellowship of Christian Athletes— president Football Forensics team One-act plays Student Council
Julie	Canned Food Drive for Food Bank committee	Mission trip to the poor in the Bahamas through church	Fellowship of Christian Athletes Forensics team Office worker One-act plays director School musicals Show Choir Students Against Drunk Driving
Leslie	Canned Food Drive for Food Bank volunteer Gifts for Santa assembly volunteer	Church mission trip to North Carolina to repair homes	Fellowship of Christian Athletes Junior Civitans Yearbook—editor

Student	School Service Projects	Other Service Projects	School Activities
Suzie	Junior Civitans— School for the Disabled “trick-or- treating” volunteer Senior Project— organized softball league for elementary school		Cross country Fellowship of Christian Athletes Junior Civitans Softball Student Council

APPENDIX E

SERVICE ACTIVITIES

Please list service activities in which you have been involved through your school for grades 9 through 12. For example, you may have participated in a clothing drive. If you need additional space, please use the backside of this paper and indicate the grade level. Please print your name for sample purposes. If you are selected, you will be assigned a pseudonym. Also, please check which grades you have attended at your present school.

Grade 9

Grade 10

Grade 11

Grade 12

Name _____

Grade 9 ____ Grade 10 ____ Grade 11 ____ Grade 12 ____

APPENDIX F

FOCUS GROUPS

Elite Academy

Freshmen	School Service Projects
Elaine	Community Service Day—served food at Mission Project Dance for Life volunteer
Kris	Applying to be a Peer Educator Assistant Community Service Day—worked at a Methodist day care Dance for Life volunteer
Richard	Community Service Day—environmental work for Friends of the Park Dance for Life volunteer

Sophomores	School Service Projects
Fran	Community Service Club--delivered food baskets to refugees for Christmas
Elena	Alternative Spring Break--built homes in Kentucky Community Service Club--tutoring Community Service Day--volunteer for Head Start program at a public elementary school
Lola	Community Service Day--volunteer for Head Start program at a public elementary school Dance for Life volunteer
Reggie	Community Service Day--filing for Angel Program
Sally	Alternative Spring Break--built houses in Kentucky Community Service Day--volunteer for Head Start program at a public elementary school

Juniors	School Service Projects
Aimee	Community Service Club--volunteer to help with English at Refugee Center Community Service Day--volunteer for Head Start program at public elementary school Dance for Life volunteer
Mark	Community Service Day--volunteer for Head Start program at public elementary school
Steve	Alternative Spring Break--built homes in Kentucky Dance for Life volunteer

Seniors**School Service Projects**

Don	Alternative Spring Break—organizer—built homes in Kentucky, clean up for museum and private home in East St. Louis Dance for Life volunteer Community Service Day—built “dream houses” for kids at local day care center
Gene	Community Service Day—built “dream houses” for kids at local day care center
Stan	Community Service Day—volunteer at public elementary school to clean up the grounds and to plant trees

Christian Academy**Freshmen****School Service Projects**

Mary Catherine	Canned Food Drive for Food Bank Hoops for Heart donation
Morgan	Canned Food Drive for Food Bank Hoops for Heart donation
Roy	Canned Food Drive for Food Bank Key Club—organization of Hoops for Heart Key Club—Innkeeper Program to feed the homeless

Sophomores**School Service Projects**

Annie	Canned Food Drive for Food Bank Fellowship of Christian Athletes’ Christmas trip to rural area Hoops for Heart donation
Bailey	Canned Food Drive for Food Bank Hoops for Heart donation
Emily	Canned Food Drive for Food Bank Hoops for Heart donation
Jason	Canned Food Drive for Food Bank Hoops for Heart donation

Juniors	School Service Projects
Hayley	Canned Food Drive for Food Bank Key Club—organization of Hoops for Heart Student Council—served food for Mission Project
Johnny	Fellowship of Christian Athletes' Christmas trip to rural area Key Club—Innkeeper Program to feed the homeless Student Council—donations to raise money for charities
Katherine	Canned Food Drive for Food Bank Gifts for Santa assembly volunteer Student Council—served food for Mission Project—donations to raise money for charities
Lori	Canned Food Drive for Food Bank Key Club—organization for Hoops for Heart

Seniors	School Service Projects
Cody	Canned Food Drive for Food Bank
Elle	Key Club—Innkeeper Program to feed the homeless, organization of Hoops for Heart Prom Promise volunteer to collect pledges not to drink or to take drugs
Emma	Gifts for Santa assembly volunteer National Honor Society—School for the Disabled volunteer for “trick-or-treating”
Woodrow	Key Club—Innkeeper Program to feed the homeless, organization of Hoops for Heart Prom Promise volunteer to collect pledges not to drink or to take drugs

APPENDIX G

ALUMNI

Elite Academy Alumni

Alumnus(a)	High School Service Projects	College or Work Service Projects
Alice	Community Service Club-- fed the homeless Issues Day--co-founder Peer Educator Assistants-- co-founder Fundraiser for AIDS-- organizer for school Oasis Center teen counselor volunteer--Volunteer Advocacy Award winner	
Carson	Organized a jazz band ensemble to play at a nursing home	
Judy	Alternative Spring Break participant Community Service Club activities	
Julianne	Alternative Spring Break-- cleaned up Jewish cemeteries in Mississippi Community Service Club-- president	Mentor in Big Sister program for an inner-city youth

Alumnus(a)	High School Service Projects	College or Work Service Projects
Kate	Charity dance for local charity Community Service Day--fed homeless at Mission Project Student Council--delivered Thanksgiving baskets to a nursing home, organized an Awareness Day for drug and alcohol abuse	Volunteer for a Motion and Arts class for disabled students
Liza	Community Service Club--co-founder--Christmas gift basket delivery for refugees for Catholic Charities Community Service Day--co-coordinator--held a holiday party for a Head Start class at a public elementary school	
Margaret	Alternative Spring Break--founder and wrote manual	Volunteer work for Sioux Indian Reservation daycare center
Matt	Community Service Day--cleaned up trash throughout the community Social Service course--to teach English to refugees for Catholic Charities	Hospital volunteer in the emergency room
Sue	Oasis Center teen counselor volunteer Peer Educator Assistants Psychology class--volunteer at Reach for the Sky for disabled children Social Service course--public school volunteer as teacher assistant	Director of teen theatre group which is producing and performing plays addressing issues of teen sexuality
Tad	Community Service Club--worked with the homeless and the poor	

Christian Academy Alumni

Alumnus(a)	High School Service Projects	College or Work Service Projects
Beth	Bear Pride member--served as hostess at school events Student Council--assisted with Special Olympics, assisted in clean up for wildlife park	Volunteer for inner-city youth Teach for America--currently assigned to teach inner-city youth in the United States
Bradford	Interact Club Key Club--visited the elderly and inner-city youth, environmental clean up projects	
Danny	Bear Pride member--served as host at school events Fellowship of Christian Athletes' Christmas trip to rural area--donation National Honor Society--assisted School for the Disabled at Special Olympics--visited a local daycare	
Jane	National Honor Society--assisted School for the Disabled at Special Olympics Student Council--assisted in organizing Gifts for Santa assembly	
Jeremy	Student Council--assisted in organizing Gifts for Santa assembly	Coach for inner-city basketball league for children Tutor for middle and high school students and for college student athletes

Alumnus(a)	High School Service Projects	College or Work Service Projects
Jerry	Junior Civitans--assisted with Gifts for Santa assembly Student Council--organized Canned Food Drive for the Food Bank, held fundraiser for disadvantaged children	Toys for Tots volunteer through the Marines
Katie	Flood relief volunteer for Missouri floods National Honor Society-- assisted School for the Disabled at Special Olympics	
Mabel	Fellowship of Christian Athletes projects Gifts for Santa assembly volunteer Junior Women's Club-- worked as mentor for a public elementary school class Students Against Drunk Driving	
Marilyn	Fellowship of Christian Athletes projects Junior Women's Club--gave ear and eye exams for a public elementary school Phonathon volunteer to raise money for the school Student Council--volunteer for Special Olympics	
Marlin	Adopt a Highway clean up by school Big Buddy program for school and for the community National Honor Society-- volunteer for School for the Disabled "trick-or-treating" and Special Olympics	Serve meals at a homeless shelter through college Recycling program on college campus

Alumnus(a)	High School Service Projects	College or Work Service Projects
Mary	Big Buddy mentor for elementary student Canned Food Drive committee Junior Civitans--president-- served meals at Mission Project National Honor Society-- assisted School for the Disabled at Special Olympics	Carnival for United Way through work

APPENDIX H

FACULTY

Elite Academy Faculty

Mrs. Apple, English teacher	Coordinates service projects for the Community Service Club
Mrs. Lee, College counselor	Encourages students to be active in service and assists as a chaperone for service projects
Mrs. Osborne, Principal	Approves service projects, assists with the Community Service Club, and coordinates Lower School Aides
Mrs. Roberts, Dean of students	Sponsor for Peer Educator Assistants and their training sessions, assists students with planning Community Service Day

Christian Academy Faculty

Mrs. Bucket, Spanish teacher	Sponsor for the Junior Civitans
Coach Davis, Dean of students	Sponsor for the Fellowship of Christian Athletes, organizes Spiritual Emphasis Week
Mrs. Monroe, Latin and math teacher	Co-sponsor for Key Club
Mrs. Nettle, Math teacher	Sponsor for Student Council
Mrs. Peanut, French teacher	Co-sponsor for Key Club
Mrs. Smith, English teacher	Sponsor for National Honor Society

APPENDIX I

REPRESENTATIVES OF ORGANIZATIONS

Organization	Description
American Red Cross, Brian	Supplies blood to hospitals and disaster relief to communities
Angel Program, Leslie	Provides Christmas assistance to children under twelve, handicapped persons, and senior adults whose income is below the poverty level
Caring for the Community, Aaron	Services and education for people who are living with HIV and AIDS
Food Bank, Rachel	Supplies food for families in need
Friends of the Park, Corrie	Supports local parks by raising funds and awareness and managing volunteers for environmental projects
Innkeeper Program, Rachel	Shelter for the homeless which provides housing and meals through congregations, counseling, and education
Mission Project, Reverend Cook	Provides food, shelter, education, counseling, and work for the homeless or poor
PULSE, Terri	Provides groups of volunteers to complete needed service projects for nonprofit agencies, public schools, and government entities
School for the Disabled, Principal Johnson	Public special education facility serving students who have severe or profound multiple disabilities

APPENDIX J

REFLECTION ON SERVICE

Describe a service project in which you were involved at your school during grades 9 through 12. Consider your description to be your personal story about service and reflect upon the goal of the project, your role in the project, the people or thing(s) which the project helped, and how your participation in the project made you feel.

APPENDIX K

EXAMPLE OF INTERVIEW CHART

Student Name Shauna

School Elite Academy

Settings and Context	Process	Ways People Think
<p>Women's Issues Club--co-president</p> <p>Editor of school newspaper--stories on service</p> <p>Peer Educator Assistant</p> <p>Organizer of Dance for Life</p> <p>Class on Social Service</p> <p>Alternative Spring Break--serving your country--</p> <p>AmeriCorps--worked with them on spring break last year--get paid for doing a service</p> <p>recognition on television or in Washington, DC--definitely worth it</p> <p>Community Service Day</p> <p>Community Service Club</p> <p>Operation Smile--with mother</p> <p>AIDS Walk--team captain</p>	<p>Dance for Life--getting people together difficult--recognition of own deep emotional attachment--frustrating when not everyone cares as much as you do</p> <p>Alternative Spring Break assignments: East St. Louis--cleaned up a man's backyard and painted a house--finished "to do" list and clearing trails with AmeriCorps--ESL more appealing because projects would not have been completed without us while the AmeriCorp team would have finished the job for the gov't</p> <p>Community Service Day--required</p> <p>class--Social Service class</p> <p>club--Community Service Club</p>	<p>service: giving of oneself to another</p> <p>hero mentality of some volunteers</p> <p>get so much more than I have given</p> <p>surprising what people don't know: story of banker who thought that AIDS was over--many people don't realize how many cases are out there</p> <p>gives people a chance to mix--to be involved outside of their own little worlds</p> <p>chance to go beyond selves</p> <p>promotes awareness of an important value--just as important as learning--helping without bureaus--has to happen within the community</p>

Activities	Relationships	Strategies
<p>Dance for Life for Caring for the Community--raising money</p> <p>AIDS Walkathon--raising money</p> <p>Alternative Spring Break--manual labor work--cleaning, painting, working on trails</p>	<p>working side-by-side to help each other in a partnership</p> <p>should be a mutual thing</p> <p>careful not to impose your values on others</p> <p>on work with Caring for the Community: good to be a part of people working so hard</p> <p>AIDS Walk--attended official meetings--chance to work with older people as I was the only one under 25</p> <p>story of man from Caring for the Community</p> <p>accepting money at school--knows work was appreciated and that people are being helped</p> <p>Alternative Spring Break--a bonding experience</p> <p>PULSE--developed a common bond and had fun</p>	<p>organization by school: Community Service Day and Alternative Spring Break</p> <p>opportunities should be offered--some skip Community Service Day--should continue to be voluntary participation</p> <p>going to the site and getting to know the people there before the event</p> <p>should get a feeling of the place before the event</p> <p>directors willing to talk to people beforehand about what they will be doing and why</p>



